Learning Journey for the Year

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

Term 1

Term 1 consists of 4 units of 30 days in total.

Unit 1	Apps Are Helpful (8 days)
Unit 2	Walk into Health (6 days)
Unit 3	BMI Calculator (8 days)
Unit 4	Racing Game (8 days)

MOY — Middle of the Year Assessment

Term 2

Term 2 consists of 3 units of 22 days in total.

Unit 5	ChatBots with AI (8 days)
Unit 6	Fun with Maths — I (8 days)
Unit 7	Fun with Maths — II (6 days)

EOY — End of the Year Assessment
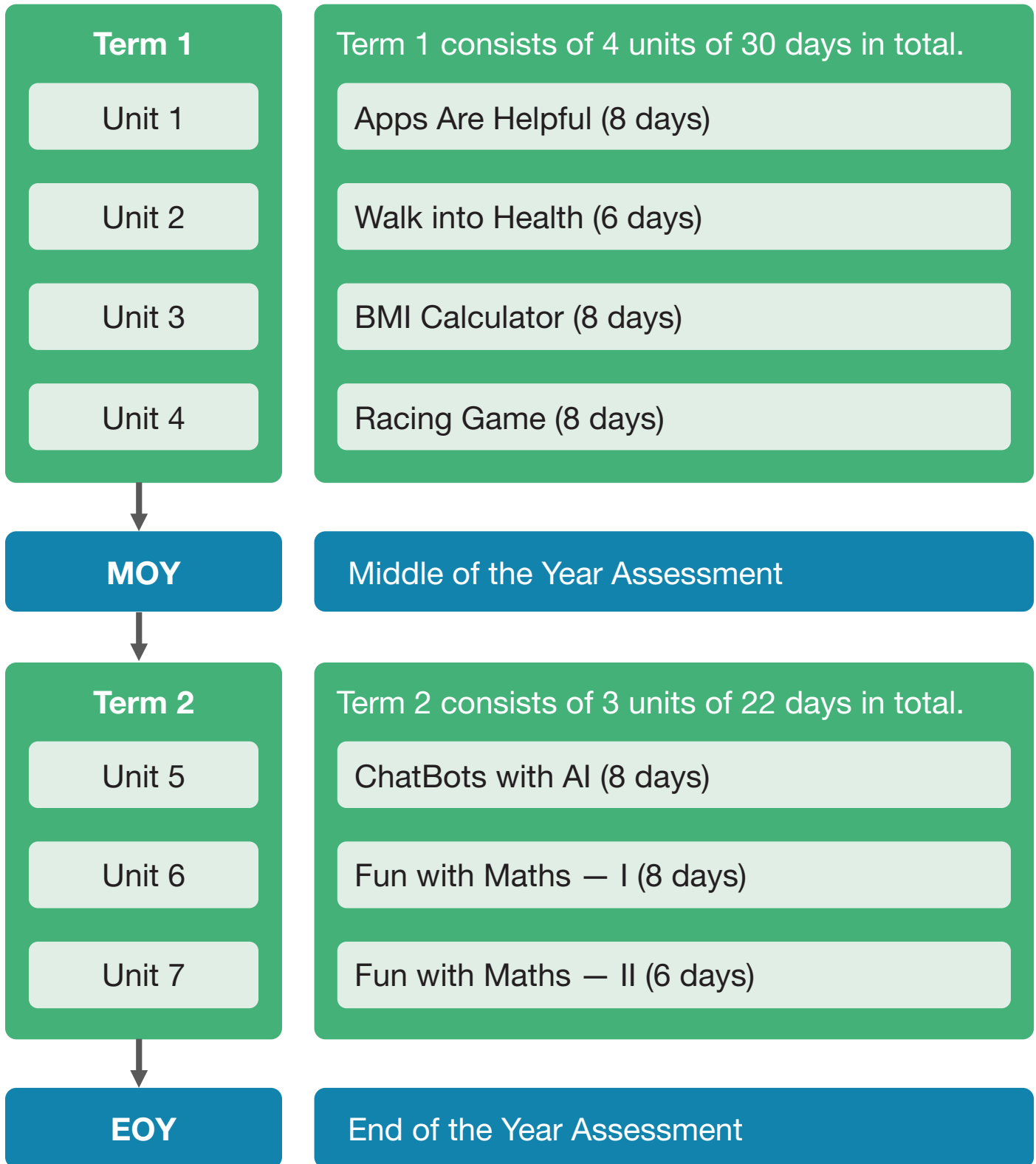
Detailed Syllabus for the Year

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.

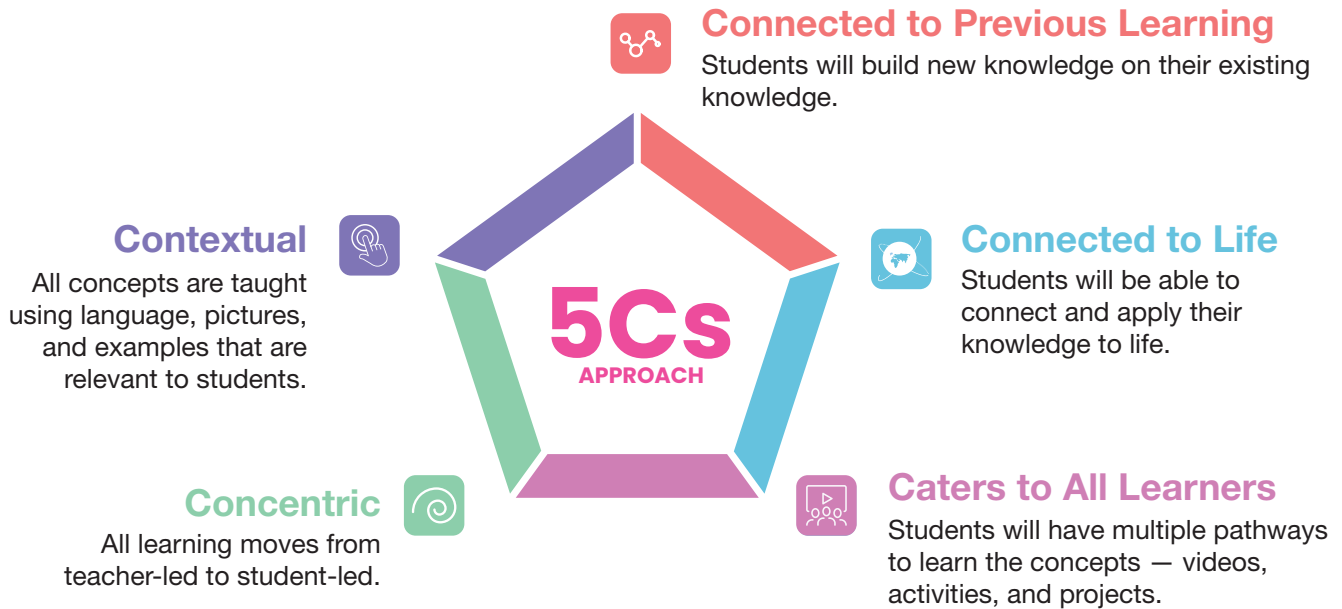| PART 1	Unit Name	USE Software/ Programming language	THINK Skills	BUILD Project
	1. Apps Are Helpful	MIT App Inventor with emulator/AI2 companion	Creativity Decomposition Problem-solving	Create the text-to-speech and story generator apps using MIT App Inventor.
	2. Walk into Health	MIT App Inventor with emulator/AI2 companion	Decomposition Abstraction Problem-solving Programming	Create a real-time step counting app using MIT App Inventor.
	3. BMI Calculator	Python (Basic)	Critical thinking Mathematical thinking Algorithms Coding	Create a BMI calculator using the arithmetic operators and conditions in Python.
	4. Racing Game	Python (Turtle Graphics)	Logical thinking Coding Decision-making Abstraction	Create a turtle racing game using Python turtle library.

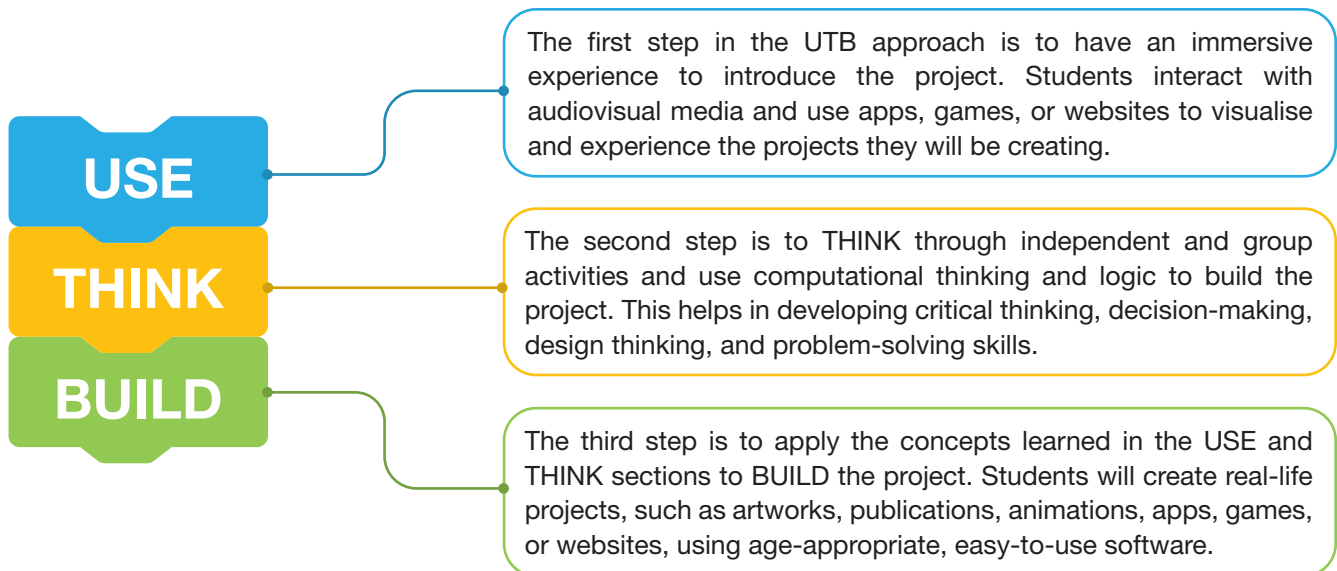| PART 2	Unit Name	USE Software/ Programming language	THINK Skills	BUILD Project
	5. ChatBots with AI	Python (Artificial Intelligence)	Creativity Coding Problem-solving Analysis	Create a ChatBot using artificial intelligence in Python.
	6. Fun with Maths — I	HTML	Visualisation Designing Abstraction Coding	Create a website on mathematical facts using HTML.
	7. Fun with Maths — II	HTML and CSS	Visualisation Creativity Critical thinking Coding	Create a quiz registration website and add designing/ styling elements in it using HTML and CSS.

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.

Connected to Previous Learning
Students will build new knowledge on their existing knowledge.

Contextual
All concepts are taught using language, pictures, and examples that are relevant to students.

5Cs
APPROACH

Connected to Life
Students will be able to connect and apply their knowledge to life.

Concentric
All learning moves from teacher-led to student-led.

Caters to All Learners
Students will have multiple pathways to learn the concepts — videos, activities, and projects.

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

USE

The first step in the UTB approach is to have an immersive experience to introduce the project. Students interact with audiovisual media and use apps, games, or websites to visualise and experience the projects they will be creating.

THINK

The second step is to THINK through independent and group activities and use computational thinking and logic to build the project. This helps in developing critical thinking, decision-making, design thinking, and problem-solving skills.

BUILD

The third step is to apply the concepts learned in the USE and THINK sections to BUILD the project. Students will create real-life projects, such as artworks, publications, animations, apps, games, or websites, using age-appropriate, easy-to-use software.

LEAD

Class 6 — CCS

ALP

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.

Text-to-Speech App using MIT App Inventor
Unit 1

Step Counting App using MIT App Inventor
Unit 2

BMI Calculator using Python
Unit 3

Racing Game using Python
Unit 4

ChatBots with AI using Python
Unit 5

Fun With Maths Website using HTML
Unit 6

Fun With Maths Website using HTML + CSS
Unit 7
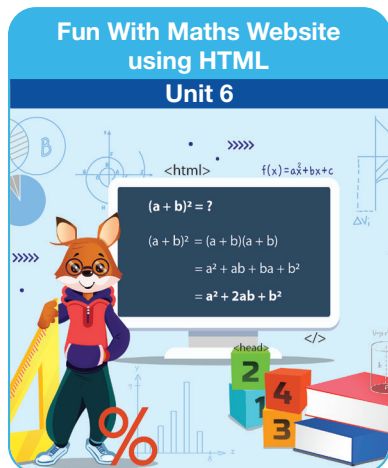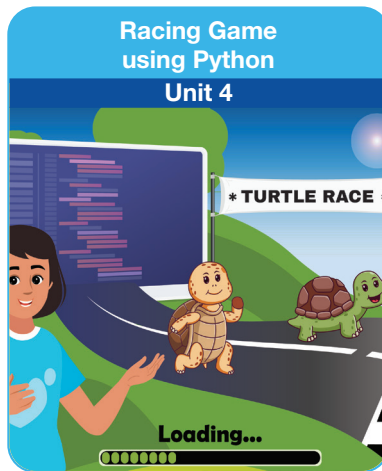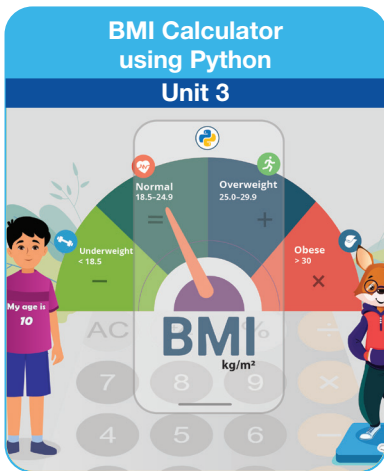
Important Icons

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.

Keywords
Provide meanings of difficult words as they read.

Scan here
to observe the working of the Mad Libs app.

Scan here
to see the steps for creating the story generator app.

Scan here
to download the badge.

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

Turn-Write-Pair-Share

Stop and Jot

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.
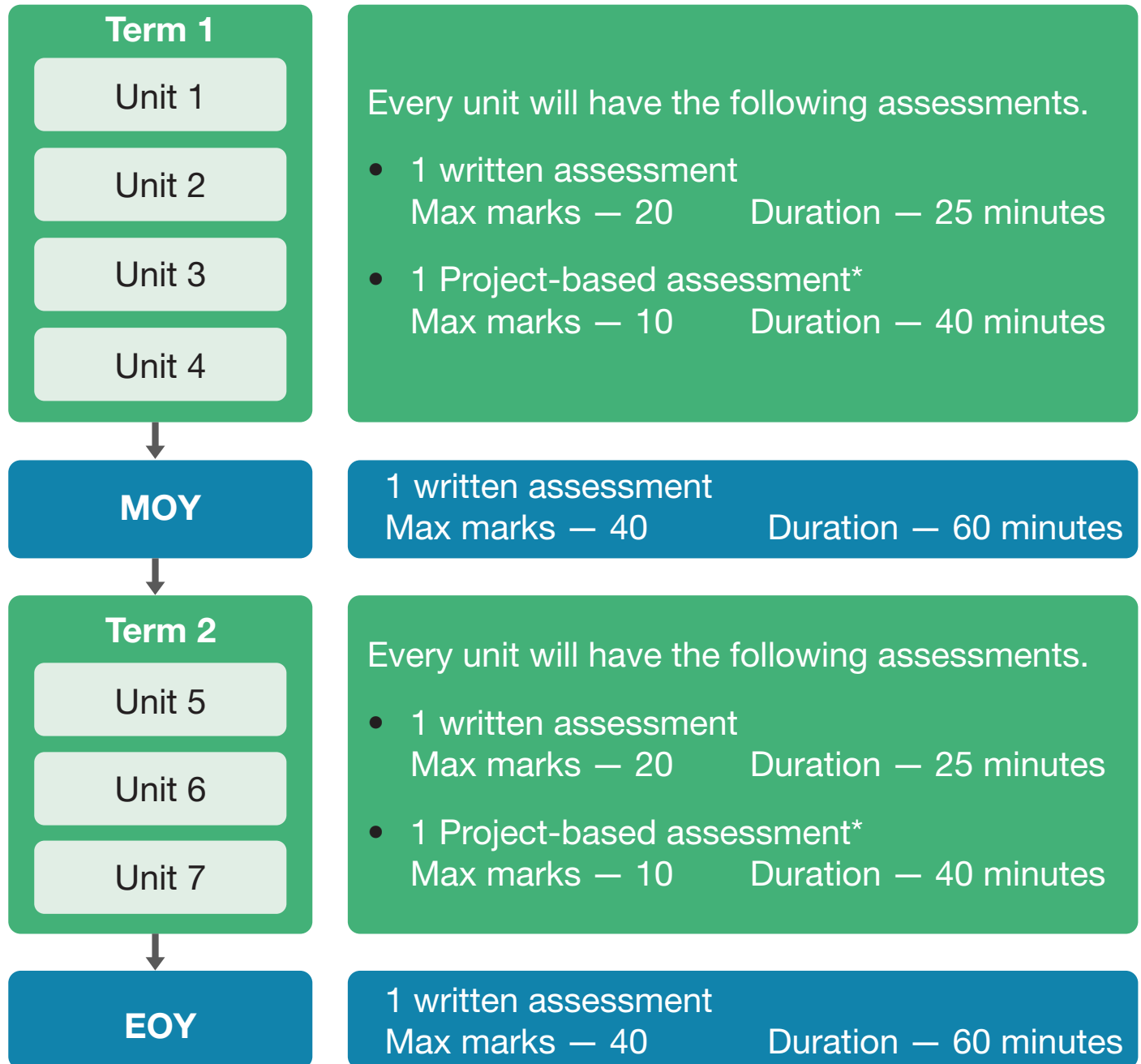
Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used.

LEAD

Class 6 — CCS

ALP

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.

Term 1

- Unit 1
- Unit 2
- Unit 3
- Unit 4

Every unit will have the following assessments.

- 1 written assessment
  Max marks — 20   Duration — 25 minutes

- 1 Project-based assessment*
  Max marks — 10   Duration — 40 minutes

MOY

1 written assessment
Max marks — 40   Duration — 60 minutes

Term 2

- Unit 5
- Unit 6
- Unit 7

Every unit will have the following assessments.

- 1 written assessment
  Max marks — 20   Duration — 25 minutes

- 1 Project-based assessment*
  Max marks — 10   Duration — 40 minutes

EOY

1 written assessment
Max marks — 40   Duration — 60 minutes

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
Very short answer questions — Fill in the blanks	1	4	4
Short answer questions	2	1	2
Short answer questions — Debug	2	1	2
Long answer questions — Coding	4	2	8
		12 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.

Class 6 — CCS | ALP

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	• Remember	• Understand • Apply	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)