# BISHOP SCOTT BOYS' SCHOOL

C = Qurriculum
D = Development &
L = Learning
D = Dijectives







## **BISHOP SCOTT BOYS' SCHOOL**

#### STUDENT CURRICULUM MANUAL

### Subject :\_ ENGLISH

#### Class : VI

Academic Plan : 2025 -26

| Month | Course Description                | Learning Outcome  | Activity                  | No. Of<br>Periods | Portion For Pt & Term<br>Assessment |
|-------|-----------------------------------|---|---------------------------|-------------------|-------------------------------------|
|       | Gul Mohar Reader                  | Identify And Analyze Key Themes Such                            | Develop Critical Thinking | 3                 |                                     |
|       | Lesson 1: Mellidora               | As Love, Selflessness, Magic And<br>Transformation In The Story | And Ethical Reasoning     |                   |                                     |
|       | Poem: Dust Of Snow                | Recognize How Nature Can Influence                              | Each Student Will Write   | 2                 |                                     |
|       |                                   | Emotions And Change One's Perspective                           |                           |                   |                                     |
|       |                                   |   | Meaningful Moment" On A   |                   |                                     |
|       |                                   |   | Sticky Note Or Slip Of    |                   |                                     |
| April |                                   |   | Paper.                    |                   |                                     |
|       | Grammar                           | Identify Different Kinds of Sentences                           | Identify Subjects And     | 2                 |                                     |
|       | Lesson1: The Sentence             |   | Predicates In A Sentence  |                   |                                     |
|       | Lesson2: Subject And<br>Predicate | Order In Forming Meaningful Sentences                           | SCOM                      |                   |                                     |

| Composition          | Students will be able to understand the  | 1 |
|----------------------|--|---|
| Informal letter      | structure and format of informal letter. |   |
| Comprehension        |  |   |
| How The Turtle Saved |  | 2 |
| His Life.            |  | - |
| Words Are Important  |  |   |
| Lesson 1             |  |   |
| Lesson2              |  |   |
| Gul Mohar Language   |  |   |
| Skills               |  |   |
| Worksheet 1          |  |   |
|                      |  |   |

| Month | Course Description  | Learning Outcome   | Activity  | No. Of<br>Periods | Portion For Pt & Term<br>Assessment |
|-------|---|--|---|-------------------|-------------------------------------|
| May   | <b>Gul Mohar</b><br>Lesson 2: Meeting<br>Cezanne                                  | Understand Family Relationship.  | Explore The Culture Of<br>Provence, France By<br>Discussing Its Landscapes,<br>Food And Artistic Heritage.  | 3                 |                                     |
|       | <b>Grammar</b><br>Lesson3: Nouns: Kinds<br>Of Noun<br>Lesson 3: Nouns:<br>Number. | Identify And Define Nouns As Words<br>That Name People, P laces, Things Or<br>Ideas and<br>Will Be Able To Identify Singular and<br>Plurals.                     | Classify Different Types Of<br>Nouns-Differentiate Between<br>Proper, Common, Concrete,<br>Abstract, Collective And<br>Countable/Uncountable<br>Noun. | 2                 | R                                   |
|       | <b>Composition</b> :<br>Paragraph Writing.  | Students Will Be Able To Understand The<br>Structure Of A Well-Organized Paragraph,<br>Including A Clear Topic Sentence,<br>Supporting Details, And A Concluding |   | 2                 |                                     |

|      | Message Writing   | Sentence.<br>Students Will Be Able To Understand the<br>structure of message writing and draft<br>their own content as per the given topic.   |  | 2                |   |
|------|---|---|--|------------------|---|
|      | Words Are Important<br>Lesson 3<br>Review 1<br>Vocabulary:<br>Collocations<br>Gul Mohar Language<br>Skills<br>Worksheet 2   |   |  | 2 1 1            |   |
| June | Gul Mohar Reader<br>Poem: The Banyan<br>Tree<br>Grammar<br>Lesson 3: Nouns:<br>Gender<br>Lesson3: Nouns: Case<br>Composition<br>Picture Composition<br>Gul Mohar Language | Appreciation For Nature-Understand The<br>Importance Of Trees ,Especially The<br>Banyan Tree As A Symbol Of Strength ,<br>Shelter And Longevity<br>Identify And Classify Nouns Into Four<br>Categories Of Gender<br>Identify Noun Cases<br>Students Will Be Able To Comprehend<br>Picture And Frame Their Composition | Students Will Be Asked To<br>Draw Their Interpretation Of<br>The Banyan Tree Based On<br>The Poem.<br>Convert Masculine Nouns To<br>Their Feminine Forms And<br>Vice Versa | 3<br>3<br>1<br>1 | PT-I<br>Unseen Passage<br>Gulmohar Reader<br>Lesson 1: Mellidora<br>Lesson 2: Meeting Cezanne<br>Poem: Dust Of Snow<br>Grammar<br>Lesson 1: The Sentence<br>Lesson 2: Subject And<br>Predicate<br>Lesson3: Nouns<br>Composition |

|      | Skills<br>Worksheet 3<br>Vocabulary                       |  |  | 1 | Informal Letter, Message<br>Writing<br><b>Words Are Important</b><br>Lesson 1,2,3 |
|------|---|--|--|---|---|
|      | Idioms  |  |  | 1 |   |
|      | <b>Words Are Important</b><br>Lesson 4                    |  |  | - |   |
|      |   |  |  | 1 |   |
|      |   |  |  |   |   |
| July | <b>Gul Mohar Reader</b><br>Lesson3: A Story Of<br>Cricket | Understand The History And Evolution<br>Of Cricket                               | Recognize And Name<br>Different Cricket Equipment.   | 3 |   |
|      | Lesson 4: Matilda Can<br>Do Magic.                        | Learn New Words And Phrases Related<br>To Magic And Intelligence                 | Students Will Write A Letter<br>To Matilda, Asking Her<br>About Her Magic Or Giving<br>Her Advice. | 2 |   |
|      | <b>Grammar</b><br>Lesson4: Pronouns                       | By The End Of The Chapter, Students Will<br>Be Able To Understand The Concept Of | Identify Different Types Of<br>Pronouns In Sentences.  | 4 |   |

|        |  | Pronouns  |  |   |   |
|--------|--|---|--|---|---|
|        | Lesson 5: Verbs  | Students Will Be Able To Understand The<br>Concept Of Verbs And Identify Different<br>Types Of Verbs.   | Differentiate Between Types<br>Of Verbs In Given Sentnces  | 4   |   |
|        | Lesson 6: Modals   | By The End Of This Chapter, Students<br>Will Be Able To<br>1. Understand The Concept Of Modals.<br>2. Identify Different Modal Verbs And<br>Their Uses. | Students Will Be Asked To<br>Write A Short Paragraph<br>Or Dialogue Using At<br>Least Four Different<br>Modals               | 3   |   |
|        | Comprehension: The<br>Story Of Fidgety Philip<br>Composition: Essay<br>Writing<br>Words Are Important<br>Lesson 5<br>Lesson 6<br>Review 2<br>Lesson 7<br>Gul Mohar Language<br>Skills<br>Worksheet 4 & 5 | G   | SCOTO  | 1<br>1period<br>each<br>1<br>period<br>each | 3   |
| August | <b>Gul Mohar Reader</b><br>Lesson 5: Wild Duck   | Understand Themes Of Migration And<br>Identify And Examine Human<br>Relationship  | Imagine You Are The<br>Protagonist. Write A Diary<br>Entry Expressing Your<br>Feelings About Migration,<br>Love, And Change. |   | Term 1<br>Unseen Passage<br>Gul Mohar<br>Lesson 3: A Story Of Cricket<br>Lesson 4: Matilda Can Do |

|       | Lesson 6: Finding The | Enhancing Reading And Comprehension    | Write A Letter To The King  | 3 | Magic  |
|-------|-----------------------|--|-----------------------------|---|--|
|       | King (Play)           | Skills                                 | Advising Him On             |   | Lesson 5: Wild Duck                                    |
|       |                       |  | Leadership And Decision-    |   | Lesson 6: Finding The King                             |
|       |                       | Understand the skills of role play     | Making                      |   | Poem: The Banyan Tree                                  |
| -     | Grammar               | Understanding Adjectives And Their     | Identify And Use Adjectives | 3 |  |
|       | Glaiiiiiai            | Types. And Enhance Sentence Formation  | In Real-Life Contexts       | 3 | Grammar  |
|       | Lesson 7: Adjectives  | Types. And Enhance Sentence Formation  | In Real-Life Contexts       |   | Lesson 4: Pronouns                                     |
| _     |                       |  |                             |   | Lesson5: Verbs   |
|       | Lesson 8: Adverbs     | Understanding Adverbs And Their Types. | Identify And Use Adverbs In | 3 | Lesson 6: Modals                                       |
|       |                       |  | Real-Life Contexts          |   | Lesson 7: Adjectives                                   |
| -     | Lesson 9: The Simple  | Understand Simple Tenses And Their     | Picture Description With    | 3 | Lesson 8: Adverbs                                      |
|       | Tenses                | Uses.                                  | Simple Sentences.           |   | Lesson 9: The Simple Tenses<br>Lesson 16: Subject-Verb |
|       |                       |  |                             |   | Agreement  |
|       |                       |  |                             |   | <b>Composition:</b> Email Writing,                     |
| -     | Lesson 16: Subject-   | Understanding Subject-Verb Agreement   | Match The Subject And Verb. | 3 | Report Writing.  |
|       | Verb Agreement        | And Apply Rules Of Agreement           | Spotting The Error          |   | 1 0.   |
|       | U                     |  | A O                         |   | Words Are Important                                    |
| · · · | Vocabulary: One       |  |                             | 1 | Lesson 4,5,6,7,8                                       |
|       | Word, Different Parts |  |                             |   |  |
|       | Of Speech.            |  |                             |   |  |
|       | 1                     |  |                             |   |  |
|       | Comprehension:        | C                                      |                             | 1 | R)   |
|       | Heaven's Uncle Toad.  |  |                             |   |  |
|       | Composition: Email    |  |                             |   |  |
|       | Writing               |  |                             |   |  |
|       | Report Writing        |  |                             |   |  |
|       |                       |  |                             |   |  |
|       | Words Are Important   |  |                             | 3 |  |
|       | Lesson 8              |  |                             |   |  |
|       | Lesson 9              |  |                             |   |  |
|       | Review 3              |  |                             |   |  |

|           | Lesson 10   |   |   |                    |  |
|-----------|---|---|---|--------------------|--|
|           |   |   |   |                    |  |
| September |   |   |   |                    |  |
|           |   | Revision For Term-I   |   |                    |  |
| October   | Lesson 8:Mr Young's<br>Car  | Students Will Understand Character<br>Dynamics. And Enhance Descriptive<br>Language Skills.                                     | Creative Writing: If I Found<br>An Unlocked Car.  | 4                  |  |
|           | Poem: Orpheus With<br>His Lute.   | Students Will Be Able To Learn Literary<br>Appreciation And Poetic Devices And<br>Understand And The Themes Of Music's<br>Power | Write A Letter To Orpheus<br>Asking Him About His<br>Magical Music Or Explaining<br>How Music Affects Their<br>Own Lives. | 3                  |  |
|           | <b>Composition</b> : Formal<br>Letter Writing.<br>Invitation                  | Students Will Be Able to Write Down<br>Letter Using Correct Format  |   | 2                  |  |
|           | Words Are Important<br>Lesson 11<br>Lesson 12<br>Review<br>Lesson 13          | © BISHUP  | SCOTT   | 1 for<br>each      |  |
|           | Gul Mohar Language 8<br>Worksheet 7<br>Worksheet 8<br>Vocabulary: Prefixes An |   |   | 1 for<br>each<br>1 |  |
|           | <b>Comprehension:</b> A Wir   | nter Night  |   | 1                  |  |

| November | Gul Mohar Reader  | Understand Historical Context   | A Debate On The Topic   | 3                  | <u>PT-2</u>  |
|----------|---|---|---|--------------------|--|
|          | Lesson 9: A New<br>Name   | Explore Themes Of Identity And Cultural Suppression.  | "Does A Name Define<br>Identity?"   |                    | Unseen Passage<br>Gul Mohar Reader   |
|          | Poem: After The Storm<br>Grammar<br>Lesson12: Phrases   | Students Will Be Able To Analyze The<br>Poem "After The Storm" To Identify Its<br>Central Theme, Imagery, And Mood, And<br>Explain How The Poet Uses Descriptive<br>Language To Convey A Sense Of Calm<br>And Renewal Following Chaos.<br>Enhancing Language And Expression<br>Skills | Students Will Imagine And<br>Draw The Scenes After The<br>Storm.<br>Idenify Phrases in given<br>sentences | 2                  | Lesson 8: Mr. Young's Car<br>Poem-Orpheus With His Lute<br><b>Grammar</b><br>Lesson 10: The Continuous<br>Tenses<br>Lesson11: The Perfect Tenses |
|          | Lesson13: Clauses Composition: Diary Writing Story Writing  | Understand Clauses<br>Types Of Clauses And Their Functions<br>Understanding Conjunctions<br>Types Of Conjunctions And Their Uses.   | Sort Out- Phrases and<br>Clauses<br>Interactive Quiz Based On<br>Conjunctions                             | 2 3                | Composition: Formal Letter<br>Writing, Invitation<br>Words Are Important<br>Lesson 9,10,11   |
|          | Words Are ImportantLesson 14Lesson 15Review 5Gul Mohar LanguageSkillsRevisionWorksheet 2Worksheet 9 | © BISHUP  | SCOTT   | 3<br>1 for<br>each | 3  |
| December | Gul Mohar<br>Poem: Four Little<br>Foxes   | <ul> <li>Compassion And Empathy Human</li> <li>Responsibility Towards Nature</li> </ul>   | To Draw Or Paint A Scene<br>From The Poem , Imagining<br>The Four Little Foxes In Their                   | 2                  |  |

|         | Lesson 10: Corvus   | <ul> <li>Understanding Animal Intelligence</li> <li>Human-Animal Relationship</li> </ul> | Snowy Setting<br>To Write A Short Story From<br>The Perspective Of A Crow | 4   |        |
|---------|---|--|---|-----|--------|
|         | <b>Grammar</b><br>Lesson 15: Prepositions                           | <ul> <li>Understanding Prepositions.</li> <li>Correct Usage</li> </ul>                   | An Interactive Quiz For<br>Practice                                       |     |        |
|         | Lesson 17: Articles   | Understanding The Concept Of Articles<br>Correct Usage Of Articles                       | Spot The Mistake  | 3   |        |
|         | Lesson 18: Active And<br>Passive Voice                              | Understand The Concept Of Voice.<br>Identify Active And Passive Voice                    | Identify The Voice  | 3   |        |
|         | <b>Composition</b> : Notice<br>Writing<br><b>Gul Mohar Language</b> | Students Will Be Able To Write Down<br>Notice Using Correct Format.                      | SCOTT   | 3   | 3      |
|         | <b>Skills</b><br>Worksheet 10<br>Worksheet 11                       |  |   | 2   |        |
| January | Vocabulary: Proverbs<br>Gul Mohar Reader.                           | Understanding The Theme Of Education   | Read and Reflect  | 1 4 | Term 2 |
| January | Lesson 11: Winter Oak   | Developing Compassion And Empathy  | What Did Winter Oak<br>Symbolize In The Story?                            | ±   |        |

| Poem : Past , Present ,<br>Future                   | The Theme Of Time.<br>Understanding And Interpreting The<br>Message Of The Poem  | Paint Or Draw Something<br>that Symbolizes Time<br>(Example: An Hour glass, A<br>Clock, Or A Road Leading<br>Into The Distance) | 3 | Unseen Passage<br>Gul Mohar Reader<br>Lesson 6: Finding The King<br>Lesson 7: Saving The Tiger<br>Lesson 8: Mr. Young's Car |
|---|--|---|---|---|
| Grammar<br>Lesson 19: Direct And<br>Indirect Speech | <ul> <li>Understanding How To Report<br/>Spoken Words Correctly While<br/>Maintaining The Meaning And<br/>Context</li> <li>Rules For Converting Direct<br/>Speech To Indirect Speech And<br/>Vice-Versa</li> </ul> | Identify The Speech Type of<br>Each Discussion Happening<br>In Class  | 3 | Lesson 7: Saving The Tiger  |
| January Lesson 20: Punctuation                      | Students Will Be Able To Identify And<br>Correctly Use Common Punctuation<br>Marks In Sentences To Improve Clarity   | Quick Review Of Common<br>Punctuation Marks And<br>Their Uses.  | 2 |   |

|          |  | And Meaning In Their Writing |         |   |
|----------|--|------------------------------|---------|---|
|          | <b>Composition</b> :<br>Dialogue Writing<br>Article Writing                        |                              | 1       |   |
|          | <b>Vocabulary:</b> Phrasal<br>Verbs  |                              |         |   |
|          | <b>Comprehension:</b><br>Picture<br>Comprehension                                  |                              | 1       |   |
|          | Words Are Important<br>Review 6  |                              | 1       |   |
|          | Gul Mohar Language<br>Skills<br>Worksheet 12<br>Grammar<br>Revision<br>Worksheet 3 | © BISHOP                     | SCOTO 2 | R |
| February |  | Revision For Term-II         |         |   |