



MIDTERM SYLLABUS

Session: 2022-2023

Grade-6

ENGLISH

AIMS

LIFELONG LEARNING:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

CAMBRIDGE LEARNERS:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

THE CAMBRIDGE APPROACH ENCOURAGES LEARNERS TO BE:

- Responsible
- Innovative
- Confident
- Engaged
- Reflective

OVERVIEW OF STRANDS

READING	WRITING	SPEAKING AND LISTENING
<p>Vocabulary and language Learners explore meaning and use of language in texts, broadening their vocabulary and developing appreciation of how writers choose language for effect.</p>	<p>Word structure (spelling) Learners develop understanding of spelling strategies, patterns and rules, and apply them in their writing.</p>	<p>Making yourself understood Learners develop oral skills in presenting information clearly; they organise and adapt their talk for different purposes and audiences.</p>
<p>Grammar and punctuation Learners explore the use, purpose and effect of Standard English grammar and punctuation in texts.</p>	<p>Vocabulary and language Learners develop skills in using appropriate and creative vocabulary, and in making language choices for effect.</p>	<p>Showing understanding Learners develop skills in listening and responding to others.</p>
<p>Structure of texts Learners explore how ideas are organised, sequenced and connected in texts for clarity, cohesion and impact.</p>	<p>Grammar and punctuation Learners develop accurate use of grammar and punctuation in Standard English; they use grammar and punctuation to shape their writing for purpose and effect.</p>	<p>Group work and discussion Learners develop skills in collaborating and communicating within a group.</p>
<p>Interpretation of texts Learners explore how the features of texts relate to their purpose and audience; they develop skills in identifying, communicating and justifying explicit and implicit meanings in texts.</p>	<p>Structure of texts Learners develop skills in organising, sequencing and connecting ideas in their writing for clarity, cohesion and impact.</p>	<p>Performance Learners develop confidence and proficiency in reading aloud, performing drama and giving presentations to an audience.</p>
<p>Appreciation and reflection Learners read for pleasure, broadening their experience of texts; they compare, reflect on and evaluate texts.</p>	<p>Creation of texts Learners develop skills in planning and writing texts for different purposes and audiences.</p>	<p>Reflection and evaluation Learners develop skills in talking about talk, and in evaluating their own and others' performances.</p>

	<p>Presentation and reflection Learners develop skills in choosing and using appropriate ways to present different texts; they reflect on and evaluate their own and others' writing.</p>	
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LEARNING OBJECTIVES

Learning Objectives will be shared with the students and parents during class.

PRIOR EXPERIENCE

Cambridge Lower Secondary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English.

KNOWLEDGE, SKILLS, AND UNDERSTANDING TO

DEVELOP Cambridge Lower Secondary English develops:

- Skilled communicators for a range of different purposes and audiences
- Competent readers who appreciate a wide range of different texts, including those from different periods and cultures
 - Skills in evaluating and analysing written and spoken language
- A solid foundation for the further study of English Language, English Literature and Drama.

CONTENT ORGANISATION

Cambridge Lower Secondary English learning objectives are organised into three strands:

- Reading
- Writing
- Speaking and Listening

Grammar is embedded within the Reading and Writing strands.

STRUCTURE OF ASSESSMENT

INTERNAL ASSESSMENT:

The marks obtained from the Listening, Speaking, Reading, and Writing assessments will be added to the Internal Assessment. It will be based on classwork, homework, and projects that add up to 50%.

THE FIRST-TERM EXAMINATION:

The marks obtained from the assessment of Reading and Writing (non-fiction) and Reading and Writing (fiction) in the form of an exam paper. Grammar is assessed within the sections. It will add up to 50%.

FIRST TERM SYLLABUS CONTENT

- Unit 1A: Sentence structure; punctuation skills; parts of speech; articles, spellings (B1 and B2) and figurative languages (simile, metaphor, idiom, hyperbole, personification, alliteration, and onomatopoeia).
- Unit 1B: Informal Letter Writing, Autobiography/Diary and Narrative story writing.
- Unit 1C: Literature – A Wrinkle in Time (Chapters 1-4)

RESOURCES

- A Wrinkle in Time by Madeleine L'Engle
- Cambridge Checkpoint English Coursebook 7
- Cambridge Checkpoint English Workbook 7
- Cambridge Grammar and Writing Skills Learner's Book 7
- Resources shared by the teachers
 - Independent internet research by the students

BANGLA

বিষয় সমূহ	লক্ষ্য:
<p><u>নির্বাচিত গল্প:</u></p> <p>১) মিনু ২) ভোলপাড়</p> <p><u>নির্বাচিত কবিতা:</u></p> <p>১) মানুষ জাতি ২) সুখ</p> <p><u>ব্যাকরণ:</u></p> <p>১) বিপরীত শব্দ ২) প্রতিশব্দ ৩) এক কথায় প্রকাশ ৪) পদ ৫) সমোচ্চারিত শব্দ ৬) ভাবসম্প্রসারণ ৭) কম্প্রিহেনশন ৮) অনুচ্ছেদ লেখা / গল্প লেখা ৯) চিঠি</p> <p>সহায়ক বই- বাংলা কিশোর গল্প/ প্রথম ভাগ</p>	<p><u>নির্বাচিত গল্প ও কবিতা থেকে যা শিখবে।</u></p> <p>১) শব্দার্থ ২) বহু নির্বাচনী প্রশ্ন ৩) বানান, বাক্য গঠন ৪) গল্প থেকে প্রশ্নোত্তর ৫) গল্প পঠন পরীক্ষা/ মূল্যায়ন ৬) কবি ও লেখক সম্পর্কে জানবে ৭) কবিতার মূল বিষয়বস্তু বলা / লেখা। ৮) গল্পের মূল বিষয়বস্তু ৯) গল্প বলা/ লেখা ১০) দলীয় কাজ (প্রকল্প আকারে) ১১) বন্ধ পরিচ্ছেদ</p> <p>* প্রয়োজনে সংযোজন ও বিয়োজন হতে পারে।</p>

MATHEMATICS

- Unit -2 (Expressions, formulae and equations)
- Unit -9 (Sequences and functions)
- Unit-10 (Percentages)
- Unit -13 (Probability)

SCIENCE

A. Biology:

- 4.1: Characteristics of living organisms
- 4.2: Viruses
- 4.3: What is a species?
- 4.4: Using keys
- 4.5: Writing Keys

Unit 2: Materials and their structure

- 5.1: Metals and Non metals
- 5.2: Comparing metals and non metals
- Unit-2.3: Explaining changes of state
- 5.3: Metal mixtures
- 5.4: Using the properties to separate mixtures
- 5.5: Acids and alkalis
- 5.6: Indicators and the pH scale

Physics:

- 3.5: Energy
- 3.6: Changes in Energy
- 3.7: Where does energy go?
- 6.1: Sound waves
- 6.2: Reflection of Sound
- 6.3: The Structure of Earth

GLOBAL PERSPECTIVE

Topic	Skill focus	Stage	Learning objectives
Education for all	Research	Stage-7	Research Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions. Evaluation: Discuss the effectiveness of a source, making explicit reference to its development of an argument

Employment	Evaluation	Stage-7	<p>Evaluation: Discuss the effectiveness of a source, making explicit reference to its development of an argument</p> <p>Analysis: Identify ideas and evidence from different perspectives within different sources, on a given topic</p> <p>Communication: Present information and arguments clearly with some reasoning, referencing sources where appropriate</p>
What makes us Human?	Research	Stage-7	<p>Research - Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions</p> <p>Evaluation - Evaluate sources, considering the author and purpose, recognizing that some sources may be biased</p>

Global Perspectives assessment process- Assessment will be based on Class activities, Chart paper Project, PowerPoint Presentation, Report writing, Research work.

BANGLADESH STUDIES

Term	CHAPTER	CONTENTS
Term-2	CHRISTIANITY ISLAM	<ul style="list-style-type: none"> • The beginnings of Christianity • The spread of Christianity • The spread of Christianity and the power of the pope • The conversion of the barbarians • Christianity in the Dark Ages • The Age of Church building • The age of faith • The beginnings of Islam • The teachings of Islam • The spread of Islam
	Bangladesh Studies	Jasimuddin

GEOGRAPHY

Term-2	<ul style="list-style-type: none">• Chapter-7.1 Rocks--Earth's materials (Page no:178-189)	<ul style="list-style-type: none">• Introduction• Rocks• Types of rocks
	<ul style="list-style-type: none">• Chapter-7.2 Weathering the earth's material (Page no:192-203)	<ul style="list-style-type: none">• Weather and Erosion• Physical weathering• Chemical weathering• Biological weathering
	<ul style="list-style-type: none">• Chapter-10.1 Earthy Treasure (Page no:288-292)	<ul style="list-style-type: none">• Natural Resources• Classifying natural resource ---Renewable natural resources ---Non-renewable natural resources• Managing natural resources
	<ul style="list-style-type: none">• Chapter-10.5 Alternative Energy Resources (Page no:323-328)	<ul style="list-style-type: none">• Nuclear power• Hydroelectric power• Geothermal power• Solar Power

FRENCH

Book : Adosphère 1, Méthode de français

Manuel (Main Book) : Pages 33, 37, 38, 39 | Cahier (Workbook) : Pages 15, 18

Module 2 : **Mon cours d'informatique** | 6 exercices

- M | 5 exercices, Ex.1-5 (p33)
- C | 1 exercice, Ex.2 (cahier p15)

Module 3 : **Lise et Léa** | 6 exercices

- M | 3 exercices, Ex.1-3 (p37)

Leçon 1 : **Je suis grande et blonde** | 8 exercices

- M | 4 exercices, Ex.1-4 (p38)
- M | 7 exercices, Ex.5-11 (p39)
- C | 3 exercice, Ex.1-3 (cahier p18)

Vocabulaire : Ton dico | 55 mots à apprendre en 6 étapes

- Cours, informatique, ordinateur, souris, clavier, écran, Internet, site, bouton, musique, télévision, sport (p33)

- Couleur (10) : bleu, blanc, rouge, gris, marron, orange, jaune, vert, violet (p111), robe, jumelles, âge, personne, vêtement, ressemblance, différence, annonce (p37) - Mode, défilé, peinture, film, magazine, classe, élève (p38-39)
- Taper, regarder, cliquer, enregistrer, coller, copier, imprimer, télécharger (p33), se ressembler, être, avoir, porter (p37), aimer, adorer, préférer, jouer, chercher, trouver (p38- 39)

Grammaire : M2-M3-L1 | 4 règles

- Le féminin des adjectifs
- Les pronoms personnels (8) : je | tu | il | elle | nous | vous | ils | elles
- Les verbes en er : avoir : être : conjugaison
- Pourquoi, parce que

COMPUTER SCIENCE

Resources: Text Book CLICK START 6 Revised Edition 2020 and Printed Notes (Handout)	
CHAPTER	TYPE OF ASSESSMENT
1. Introduction to Python <ul style="list-style-type: none"> • What is Python • Features of Python • Writing and executing commands in Python • Python Shell • Python IDLE • Exit Python Shell • Python Syntax <ul style="list-style-type: none"> • Print commands • Comment commands 	<p><u>PRACTICAL ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. Practical work on Python based practical work in Python IDE and QB64. 2. Project and Activities (Group Presentation). 3. Topic wise (Theory & Practical Test).
2. Operators and Variables in Python <ul style="list-style-type: none"> • Arithmetic Operators • Assignment Operators • Logical Operators • Rules for Naming variables • Declaring variables • Assign multiple values to multiple variables 	<p><u>THEORY ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. Chapter wise exercise solving (MCQ, Fill in the Blanks, True-False, Matching, One Word Answer) 2. Chapter wise question answer solving (Steps, How to, Identifying, Labeling and Usage of Different Tools and Python) 3. Assignment and Class Test (Google Form)
3. Introduction to QB64 (Chapter 8) 4. QB64 Statements (Chapter 9) 5. QB64 Programming Statements (Chapter 10)	<ol style="list-style-type: none"> 4. Class Performance

QUESTION PAPER PATTERN

F/B, T/F, ONE WORD ANSWER, TECHNICAL TERMS/TECH WORDS, FULL FORMS, DRAWING DIAGRAM/DEVICE, SHORT QUESTIONS etc.

Note: Must have an idea on computer terminology.