

Affiliation No: 2730665

RAJ MODERN PUBLIC SCHOOL

(Senior Secondary)

Annual Pedagogical Plan

2021-2022



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Vision

To educate young minds& foster ethical, social & moral values through holistic learning & groom them into responsible global citizens.

Mission

To nurture life long learners & inspire global citizenship in an supportive academic environment. We support students engagement in designing & implementing their own lifelong learning journey. We provide a dynamic, challenging & comprehensive curriculum that develops students communication skills & builds up confidence, creativity, positive thinking & analytical skills.

About the school:

Raj Modern Public School was established in the year under the ages of Raje Ram Educational Society (Regd.) society. Since its inception in RMPS has been a trendsetter in the field of education.

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 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 2021-22

Pedagogical Plan Committee (PPC)

The Principal, RMPS 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 RMPS to gain perspectives and expertise for a strong pedagogy.

Name	Designation	Role in PPC
Ms. Kirti Tongar	Principal RMPS	Chairing the PPC
Ms. Shruti Singh	Academic Coordinator	Member
Ms. Shreedevi Nair	Coordinator (Senior Wing)	Member
Ms. Lata Sinha	Coordinator (Primary Wing)	Member
Ms. Seema Rana	PGT Hindi	Member

Consultations and Discussion held in preparing the Annual Pedagogical Plan:

Date	Stakeholders consulted	Decisions taken
15.04.2021	All the members of Annual PPC (in presence and via Zoom)	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.

		and STEAM
01.06.2021	All the members of Annual PPC (in presence and via Zoom	<p>Focus should be not on content but developing content around concepts to develop competencies in the children.</p> <p>Competencies of the 21st century that need to be focused on this academic year:</p> <ul style="list-style-type: none"> • Critical Thinking • Collaboration • Communication • Creativity • Empathy • Reading habits & comprehension • Goal Setting • Inter-disciplinary learning • Problem based learning • Conceptual Clarity
09.06.2021	All the members of Annual PPC (in presence and via skype)	<p>Teaching a child the 21st Century competencies have to start by teachers practicing them and developing those competencies in them. Teacher professional capacity building to be a mix of: Classroom strategies, subject enrichment, pedagogy and leadership workshops. Feedback on a teacher and class through Google forms.</p>

09.08.2021	All the members of Annual PPC (in presence and via skype)	<p>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</p>
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Goals to be achieved

Annual Goals for the academic year 2021-22:

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:

1. 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.
2. Each Lesson plan to include detailed Lesson objectives, Learning outcomes and competencies, Pedagogical strategies and resources.
3. Walkthroughs (Classroom observation) by Principal and Heads of Departments to continuously monitor the implementation of these lessons
4. Regular student & parent feedback and exit slips.
5. 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.
6. Teacher Performance Index to be largely dependent on problem based learning projects
7. 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.

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

Frequency of Walkthroughs:

- By HoD or Mentor teacher: Weekly
- By Principal: Fortnight

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:

1. One-on-One mentor teacher meetings with each teacher and Coordinators to identify challenges and training needs
2. Feedback reports and analysis of Walkthrough reports and classroom observations
3. Training needs for new competencies and capacity building as envisioned by the Principal
4. 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">• Lesson Planning strategies	June	All Teachers Grade Nur.-XII	<ul style="list-style-type: none">• Creating Lesson plans based on Learning outcomes and competencies• Using different formative assessment tools with rubrics to understand student learning• Creating a resource bank related to the topic
<ul style="list-style-type: none">• Capacity building program	August	Grade 9 and above	<ul style="list-style-type: none">• Career guidance for it to be shared with students

<ul style="list-style-type: none"> Mathematics workshop 	August	Mathematics teachers Grade 5 and above	<ul style="list-style-type: none"> Subject enrichment for Mathematics teachers
<ul style="list-style-type: none"> Sensitization workshop To sensitize teachers towards millennial and their needs as learners To help them with aids and direction to conduct similar workshops with students regarding gender roles, relationships and attraction 	September	Grade 1-5 teachers	<ul style="list-style-type: none"> Use the art of storytelling (books and video resources) to teach primary student: voice modulation, words and vocabulary, language, word roots and original writing Grammar, comprehension, Integrating other subject knowledge

Assessment strategies Ndgds government All Teachers Assessment for Learning Classroom Management December All Teachers Strategies for classroom management for effective student engagement	October		<ul style="list-style-type: none"> Assessment for Learning
	November		<ul style="list-style-type: none"> Strategies for classroom Management for effective student engagement
	December		<ul style="list-style-type: none"> Subject specific sessions for enrichment
Subject Enrichment workshops	January		

Lesson Plans:

Each Teacher teaching at RMPS 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

Lesson Plan Exemplars
Sample Lesson Plan exemplars across all grades

Primary Grades: I to V

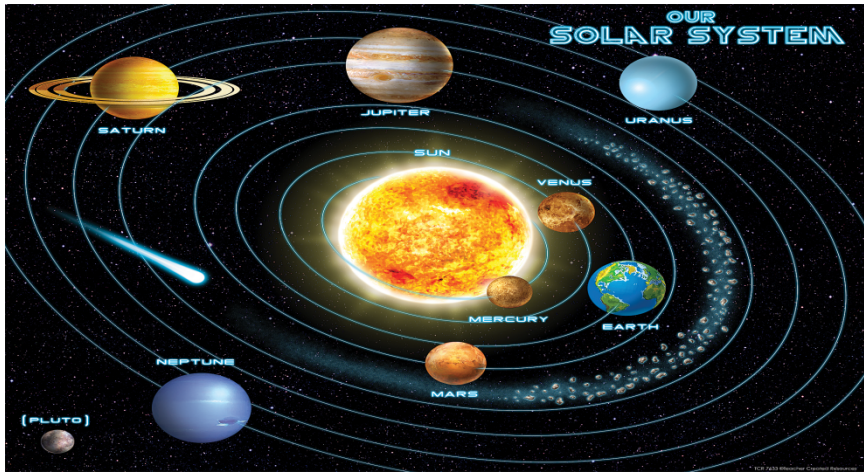
(Integrated cross-over pedagogical plans)

English Grade I & II	
Topic	English- Grammar-Adverbs
Subject and art integrated	<ul style="list-style-type: none">English/ Grammar/Games/Recitation
Objectives	<ol style="list-style-type: none">1. Children will be able to identify and write adverbs.2. Children will describe verb, adjective or any adverb using an adverb.3. Children will use adverbs in sentences correctly.4. Children will differentiate adverbs correctly.
Time required	2 periods of 40 mins. Each
Classroom arrangement	Flexible
Material Required	Board, worksheets, Chalk
pre preparation activity	<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>
Ice breaker activity	<p>Line up the students for a race and tell them the actions they have to do during the race and then shout go. Actions + adverbs include- skip slowly, jump quietly, hop carefully, run backward, walk quickly and so on.</p>

Introduction	General Information: 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.
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Learning outcomes	<ul style="list-style-type: none"> • The students learn the definition of adverbs and its usage. • The students learn to use correct adverbs in sentences.
Self-evaluation	<ol style="list-style-type: none"> 1. The success of the activity will be assessed through class feedback. 2. After the students' feedback, necessary modifications will be made. 3. The teacher would also incorporate some changes on the basis of students' feedback.
follow – up activity	<ul style="list-style-type: none"> • Tell the students to draw a four column chart on a paper with the headings how? When? Where? and to what extent? 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.
Resources	The Adverb Poem

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

Time required	5 periods of 40 mins. each
Classroom arrangement	Flexible
Material Required	Black board, story books, picture talk.
Ice breaker activity	<p>Game picture talk – let the children look at a picture and frame oral sentences adding describing words for the nouns.</p> 
Introduction	<ul style="list-style-type: none"> 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.
Methodology	Teacher write sentences on Board & asks ths students to identify adjectives.
Learning outcomes	<ul style="list-style-type: none"> The students learn and understand about the statements with punctuations. They learn to use exclamation mark , commas ,question marks.

Self-evaluation	<ol style="list-style-type: none">4. The success of the activity will be assessed through class feedback.5. After the students' feedback, necessary modifications will be made.6. The teacher would also incorporate some changes on the basis of students' feedback.
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Grade 10: Economics

Topic: Money and Credit

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

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"> History of money, Modern forms of money and how it is linked to the banking system How the banks act as a mediator between depositors and borrowers. Importance of Credit as a crucial element in economic life. Terms of Credit 	<p><u>Lesson Plan</u></p> <p><u>1 History of Money</u></p> <p>The students will be asked questions like</p> <ul style="list-style-type: none"> What did People do before the existence of money? How people used to trade in the ancient times when money didn't exist? <p><u>Barter System</u> – 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>Limitation of Barter system:-</p> <p><u>Double Coincidence of Wants-</u> 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>Students will be asked MCQ</p> <p>1.Direct exchange of goods for goods is called</p> <p>a) Charter</p> <p>b) Barter</p> <p>c) Money</p> <p>d) None of these</p> <p>2. Barter is inconvenient because:</p> <p>a) large amounts of money are required</p> <p>b) Gold is bulky and difficult to transport during day to day transactions.</p> <p>c) resources are limited</p> <p>d) Of the necessity of double coincidence of wants.</p>

Time	Learning - (Rationale) The Why	Teaching - The What	Assessment - How do we know students have learnt
		<p>Money</p> <p>It eliminates the double coincidence of wants.</p> <p>It acts as a medium of exchange.</p> <p>----<u>Lesson Plan 2</u></p> <p>The students will be asked questions like</p> <ul style="list-style-type: none"> • Is money fascinating? • Does money fascinate all of you? • What is the use of money? • Why do we need money? <p>The teacher will begin by explaining the significance of Money in life by</p>	<p>Students will be asked to fill in worksheet based on Frayer Model</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"> English Songs- Money, Money by Abba Use of Money- Used by people to buy goods and services they wish. <p>Definition of Money</p> <p>Anything which is used as a medium of exchange, store of value and standard of deferred payments is called Money.</p> <p>Forms of Money</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</p> <p>Brass, ferritic stainless steel (17% Chromium and 83% iron)</p> <p>Money in India</p>	<p>MCQ questions</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>

		<ul style="list-style-type: none"> • Rupee is the Indian Currency. • Money has got value because it has got 	c) all the currency notes except the hundred rupee note d) only notes of Rs 10 and above. 2. The present Governor of
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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"> RBI is authorized to issues currency notes on behalf of Government of India. <p>Components of Money</p> <ol style="list-style-type: none"> Currency- All Coins and Paper Money Demand Deposits <ul style="list-style-type: none"> Who Issues Currency ? <p>Or</p> <p>Who Supplies Money?</p> <p>Concept of Stock of Money</p> <ul style="list-style-type: none"> Government of India (In India Government issues one rupee note) Central Bank (RBI established in 1935 and nationalised in 1949) <p>(All other coins and Paper notes Rs.10, Rs.20, Rs.50, Rs.100, Rs.500, Rs.2000 issued by RBI.</p>	<p>Reserve bank of India is</p> <ol style="list-style-type: none"> Mr Raghuram Rajan Mr Urjit Patel Mr Shaktikanta Das Dr Manmohan Singh <p>3. Which is the largest public sector bank in India</p> <ol style="list-style-type: none"> Central Bank of India State Bank of India Reserve Bank of India Indian Overseas Bank <p>-----</p> <p>-</p> <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 “Welham Boys School”</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><u>Lesson Plan 3</u></p> <p>Loan Activities of Bank</p> <ul style="list-style-type: none"> • Banks work as a mediator between depositors and borrowers. • People who have surplus money deposit their money in bank and get some rate of interest as extra money for keeping their money in banks. • A major portion of the deposited money is provided to those people who are in need of 	

Time	Learning – (Rationale) The Why	Teaching – The What	Assessment – How do we know students have learnt
		<p>educational loans, personal loans etc.</p> <p>Credit- Loan refers to an agreement in which the lender supplies the borrower with money, goods or services in return for the promise of future payment.</p> <p>Two different Credit Situations</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"> a) banks b) cooperatives c) employers d) none of these <p>5. Informal sector loans include</p> <ul style="list-style-type: none"> a) NABARD b) State Bank of India c) money lenders d) both (b) and (c) <p>Students will be asked to draw a pie chart 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>-----</p> <p style="text-align: center;"><u>Lesson 4</u> Loan</p> <p>Agreement- An agreement which specifies the following terms of credit</p> <ol style="list-style-type: none"> 1.Principal amount (Loan amount) 2. Interest rate 3.Duration of Loan 4.Documents required 5.Mode of Repayment <p>i.e. by cash/ by cheque monthly, quarterly, annually 6.Collateral</p> <p>Terms of Credit- The interest rate, collateral and some documents fulfil the requirements of the terms of credit.</p> <p>Interest rate – 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>Documents Required- 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>Mode of Repayment- 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>Collateral- 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>Formal Sector Loans-</p> <ul style="list-style-type: none"> • These consist of loans from banks and cooperatives. • These loans are supervised by the RBI. • The terms of credit are fixed. 	
		<ul style="list-style-type: none"> • Rate of interest is not very high 	

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

• 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.

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:

1. **Define Performance Attribute** (Example: Content knowledge, vocabulary of content, strength of augmentation, competencies shown, task completion, grammar etc.)
2. **Define Performance Descriptors** (Descriptions on the quality of performance)
3. **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	
Introduction/ topic	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.	
Conclusions reached	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.	
Information gathering	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.	
Summary paragraph	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.	
Grammar and spelling	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.	
				Total	

Assessment exemplar 02:

	Criteria				Points
	4	3	2	1	
Level of engagement in class	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.	
Listening, questioning and discussing	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.	
Behavior	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.	
Preparation	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.	
Problem-solving	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.	
Group/partner teamwork	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.	
				Total	