

**BUDHA DAL PUBLIC SCHOOL, SAMANA**  
**ANNUAL CURRICULUM PLAN**  
**(SESSION 2023-24)**

**CLASS: XI**  
**SUBJECT:**  
**History**

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
<b>April</b>	<b>Early Societies</b>  <b>SubTheme- Evolution of Early Societies</b>	<p>To enable the students to know about human evolution since inception and the various stages linked thereto</p> <p>. To promote understanding in the growth of human civilization.</p> <p>To know about the sources of early humans.</p> <p>To define fossils.</p>	<p>To differentiate Homonoids from monkeys.</p> <p>To discuss the hunter gatherer societies</p> <p>To discuss regional continuity model and replacement model.</p>	<p>Drill relating to retention of learning, review,</p> <p>Illustrations, paintings, pictures depicting the early man and his features, internet, articles and scientific writings on the subject.</p>	<p>Students enable the students to know about human evolution since inception and the various stages linked thereto</p> <p>Students promote understanding in the growth of human civilization.</p> <p>Students know about the sources of early humans.</p> <p>Students define fossils.</p> <p>Students differentiate Homonoids from monkeys.</p>	<p>Intensity/degree of involvement of students in class room discussion, their response, contribution through value additions.</p>



<p>April</p>	<p><b>Early Societies</b>  <b>Sub-theme- Writing and city life- tracing the growth and establishment of cities and</b></p>	<p><i>To make the students to learn the ways that the ancestors lived and carried themselves.</i></p> <p><i>To know about Mesopotamian civilization.</i></p> <p><i>To understand the urban development in</i></p>	<p><i>To discuss the causes of early urbanization in Mesopotamia.</i></p> <p><i>To analyze the early temples which have been much like a house.</i></p>	<p><i>Documentary, small research if possible.</i></p> <p><i>Readings from published sources’.</i></p> <p><i>Books and writings depicting lives led by early men,</i></p>	<p><i>Students discuss the hunter gatherer societies</i></p> <p><i>Students make the students to learn the ways that the ancestors lived and carried themselves.</i></p> <p><i>Students know about Mesopotamian civilization.</i></p> <p><i>Students understand the urban development in Mesopotamia</i></p>	<p><i>Students attentiveness nature of their responses, quality of questions asked, ability to think independently sharing of knowledge and information.</i></p>
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<p><i>writing as means of communication and expression.</i></p> <p><b>An Empire across three continents</b></p>	<p><i>Mesopotamia</i></p> <p><i>To Know another name of the third century in Roman Empire.</i></p> <p><i>To know the powerful empires that ruled over most of Europe.</i></p> <p><i>To understand the main players in the political history of Roman empire.</i></p>	<p><i>To justify the Euphrate river as a world renowned trade route.</i></p> <p><i>To examine slave trade in Roman Empire.</i></p> <p><i>To discuss the policy of taxation in Roman empire.</i></p> <p><i>To analyze cultural transformation</i></p>	<p><i>pictures/paintings/illustrations to make learning easy</i></p> <p><i>Map activity.</i></p> <p><i>Group discussion on Roman civilization and Harappan civilization- A comparison</i></p>	<p><i>Students discuss the causes of early urbanization in Mesopotamia.</i></p> <p><i>Students analyze the early temples which have been much like a house.</i></p> <p><i>Students justify the Euphrate river as a world renowned trade route.</i></p> <p><i>Students Know another name of the third century in Roman Empire.</i></p> <p><i>Students know the powerful empires that ruled over most of Europe.</i></p> <p><i>Students understand the main players in the political history of Roman empire.</i></p>	<p><i>On the basis of Unit test 1</i></p>
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<p><b>June</b></p>	<p><b>The central Islamic Lands</b></p>	<p>To know Arabia prior to Islam.</p> <p>To understand the position of women in Arab empire.</p> <p>To understand institution of slavery in Arab empire</p>	<p>occurred in the Roman empire in its last centuries.</p> <p>To discuss the lives of the Bedouins in the early seventh century.</p> <p>To discuss the Abbasid Revolution.</p>	<p>Map activity.</p> <p>Group discussion on Shariah</p>	<p>Students examine slave trade in Roman Empire.</p> <p>Students discuss the policy of taxation in Roman empire.</p> <p>Students analyze cultural transformation occurred in the Roman empire in its last centuries.</p> <p>Examine slave trade in Roman Empire.</p> <p>Students know Arabia prior to Islam.</p> <p>Students understand the position of women in Arab empire.</p> <p>Students understand institution of slavery in Arab empire.</p> <p>Students discuss the lives of the</p>	<p>Students attentiveness nature of their responses, quality of questions asked, ability to think independently sharing of knowledge and information.</p>
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<p><b>July</b></p>			<p><i>To explain rule of caliphates.</i></p> <p><i>To describe the effects of crusades on Europe and Asia.</i></p>		<p><i>Bedouins in the early seventh century.</i></p> <p><i>Students discuss the Abbasid Revolution.</i></p> <p><i>Students explain rule of caliphates.</i></p> <p><i>Students describe the effects of crusades on Europe and Asia</i></p>	
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<p><b>July</b></p>	<p><b>Nomadic Empires</b></p>	<p><i>To enable the students know about Empires that did not originate from a single place but were formed out of nomadic way of life</i></p> <p><i>To enable the students have an in-depth knowledge of the Mongol Empire which was established by Genghis Khan</i></p>	<p><i>To evaluate significance of trade in Mongol empire.</i></p> <p><i>To analyze the need to fragment the Mongol tribes into new social and military grouping by Genghis Khan.</i></p>	<p><i>Access to books/literary works on the subject. Pictures/artists' impression of Mongolian as a tribe and race, life and achievements of Genghis Khan and his successors.</i></p>	<p><i>The students know about Empires that did not originate from a single place but were formed out of nomadic way of life</i></p> <p><i>students have an in-depth knowledge of the Mongol Empire which was established by Genghis</i></p> <p><i>Students evaluate significance of trade in Mongol empire.</i></p> <p><i>Students analyze the need to fragment the Mongol tribes into new social and military grouping by Genghis Khan.</i></p> <p><i>Students learn about the types/classes of citizens who lived in England and France between the 9<sup>th</sup> and 16<sup>th</sup></i></p>	<p><i>Students' attentiveness. Quality of interrogation, sharing of knowledge/ideas/information extracted from established sources</i></p>
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	<p><b>Changing Tradition</b></p>	<p>To give an in-depth learning about the types/classes of citizens who lived in England and France between the 9<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p>To enable the students know of the privileges/special rights enjoyed by the respective classes in England and France into which the citizens were divided.</p>	<p>To compare and contrast the democratic pattern of governance with those in France and England, as per the condition stated above.</p>	<p>Books/articles/literary works by various thinkers/authors/scholars on the subjects, pictures/illustrations relating to the subject.</p>	<p>centuries.</p> <p>students know about the privileges/special rights enjoyed by the respective classes in England and France into which the citizens were divided.</p> <p>Students compare and contrast the democratic pattern of governance with those in France and England, as per the condition stated above.</p> <p>Students familiarize of Mayas, aztes communities of Brazil and Caribbean, Incas</p> <p>-Students acknowledge the voyages undertaken by Europeans to the lands where these cultures were flourished.</p>	<p>Level/intensity of students' involvement as gauged by the way questions are asked; quality of information/knowledge exchanged, shared other valuable contributions.</p>
	<p><b>Theme- Changing Tradition.</b></p> <p><b>Confrontation of Cultures</b></p>	<p>-To familiarize of Mayas, aztes communities of Brazil and Caribbean, Incas</p>	<p>:-To equip the students with some ideas of cultures and civilization of Central and South</p>			



<i>Aug.</i>		<p><i>-To acknowledge the voyages undertaken by Europeans to the lands where these cultures were flourished.</i></p>	<p><i>Americas.</i></p> <p><i>To compare Italian architecture with Islamic architecture</i></p>		<p><i>Students equip the students with some ideas of cultures and civilization of Central and South Americas.</i></p> <p><i>Students compare Italian architecture with Islamic architecture</i></p>	<p><i>Individual students' presentation/talk on the subject</i></p>
<i>Sept.</i>	<p><b><i>Theme- The Industrial Revolution.</i></b></p>	<p><i>Students will be able to familiarize of Mayas, aztes communities of Brazil and Caribbean, Incas</i></p> <p><i>-Students will be able to acknowledge the voyages undertaken by Europeansto the lands where these cultures were flourished.</i></p>	<p><i>To stress the importance of inventionand discoveries that lead to evolution and</i></p>	<p><i>Supplementary reading on the subject research on thesubject</i></p>	<p><i>Students make the students familiar with the aspects of the modernization of the world started with the industrial revolution in Britain.</i></p> <p><i>Students understand the industries that shaped the growthof Britain's' economy and the various inventions and technology devices that changed the landscape of Britain.</i></p>	





<p><b>Sept</b></p>	<p><b>Towards Modernization</b></p> <p><b>-Theme Displacing indigenous people.</b></p>	<p>To make the students familiar with the aspects of the modernization of the world started with the industrial revolution in Britain.</p> <p>To understand the industries that shaped the growth of Britain's economy and the various inventions and technology devices that changed the landscape of Britain.</p>	<p><i>progress of a nation and society.</i></p> <p>To evaluate Britain's involvement in wars from 1793 to 1815 affect British industries.</p> <p>To make the students realize the effect of local people of the country following</p>	<p>Books and novel written by authors that lived during Industrial Revolution life and sketch of inventors, thinkers, rulers. Research on subject inviting students reactions/views.</p>	<p>-Students stress the importance of invention and discoveries that lead to evolution and progress of a nation and society.</p> <p>Students understand that growth and development of one region results in disorder and chaos of the rest, due to man-made disasters.</p> <p>Students make the students realize the effect of local people of the country following Industrial development</p> <p>Students enable the students learn of the plight and state of natives/local inhabitants of a region as a result of imperialism following industrial development.</p>	<p>Level of students' involvement as gauged by the quality of questions asked, sharing of information and knowledge and value addition</p>
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<p><b>Oct-Nov</b></p>	<p><b>Theme-Pathsto Modernization</b></p>	<p><i>To understand that growth and development of one region results in disorder and chaos of therest, due to man-made disasters.</i></p> <p><i>To define Confucianism</i></p>	<p><i>Industrial development</i></p> <p><i>To enable the students learn of the plight and state of natives/local inhabitants of a region as a result of imperialism following industrial development.</i></p> <p><i>To discuss how daily life was transformed as Japan developed.</i></p> <p><i>To examine Japan's policy of rapid industrialization..</i></p>	<p><i>Research work on the subject, student's views and presentations on the subject.</i></p>	<p><i>Students define Confucianism</i></p> <p><i>To know about the reforms initiated by America in America.</i></p> <p><i>Students understand the major developments before the Meiji restoration that made it possible for Japan to modernize rapidly.</i></p> <p><i>Students discuss how daily lifewas transformed as Japan developed.</i></p> <p><i>Students examine Japan's policyof rapid industrialization..</i></p> <p><i>Students discuss the importance</i></p>	<p><i>On the basis of written test.</i></p> <p><i>Level of involvementof students, gaugedby the quality of questions, exchangeof information and knowledge.</i></p>
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<p><i>December</i></p>		<p><i>To know about the reforms initiated by America in America.</i></p> <p><i>To understand the major developments before the Meiji restoration that made it possible for Japan to modernize rapidly.</i></p>	<p><i>To discuss the importance of China Revolution of 1911</i></p>	<p><i>Map activity.</i></p> <p><i>Group discussion on China Revolution of 1911</i></p>	<p><i>of China Revolution of 1911</i></p>	<p><i>Students' attentiveness.</i></p> <p><i>Quality of sharing of knowledge/ideas/information extracted from established sources</i></p>
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