

Budha Dal Public School, Samana

ANNUAL CURRICULUM PLAN

SESSION 2023– 2024

Grade: VI
SUBJECT: SOCIAL
SCIENCE

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment	Art integration activity
		Subject Specific (Content Based)	Behavioral (Application based)				
APRIL	Civics- chap-1 Understanding Diversity	<p><i>*To understand the meaning of Diversity.</i></p> <p><i>*To know how different, we areas humans.</i></p> <p><i>*To know about India is a vast country with diverse influences that have enriched the culture and heritage.</i></p> <p><i>*To know the importance of languages and different types of languages spoken around the world today.</i></p> <p><i>*To know about geographical, linguistic, religious and cultural Diversity in India.</i></p>	<p><i>*Students will be sensitizing about intercultural learning.</i></p> <p><i>*Students will be able to realize how diversity affect our society</i></p> <p><i>*Students will be able know the different languages spoken around the world.</i></p> <p><i>*Students will be able to appreciate diversity in our country.</i></p> <p><i>*Students will be able to develop tolerance, acceptance and mutual respect for each other.</i></p>	<p>Activity: Gear up-Do the students of our class speak the same native language? Do they bring the same kind of food? Have you ever wondered how come students from such diverse background are studying in one class?</p>	<p><i>*Students are sensitive about intercultural learning.</i></p> <p><i>*Students realize how diversity affect our society</i></p> <p><i>*Students know the different languages spoken around the world.</i></p> <p><i>*Students appreciate diversity in our country.</i></p> <p><i>*Students develop tolerance, acceptance and</i></p>	<p><i>Through the assessed activity on the topic unity and diversity.</i></p>	<p><i>Students will be asked to make a collage on food, festival Dance, Dresses of different states</i></p>



					<i>mutual respect for each other.</i>		
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		<i>*To understand diversity is the state of being varied, being different from one another</i>		<i>and display it on screen with your opinion about the Diversity is the soul of india.</i>			
JULY/	Civics – chap-2 <i>Prejudice Discrimination and inequality</i>	<p><i>-* To understand about prejudice and stereotyped society.</i></p> <p><i>*To learn about caste discrimination in India.</i></p> <p><i>*To understand about right to equality and constitution of India.</i></p> <p><i>*To learn about different types of fundamental right justice, equality, liberty and fraternity.</i></p>	<p><i>*Students will able to recognize the different kinds of discrimination that happens in the society.</i></p> <p><i>*Students will be able to examine how far about caste discrimination in India affected social structure.</i></p> <p><i>*Students will be able to find how the constitution of India upholds our right to equality.</i></p> <p><i>*Students will be able to formulate different measures to eradicate ill tradition and customs in our society.</i></p> <p><i>*Students will be able to evaluate how prejudiced and stereotyped societies lead to inequality and discrimination</i></p>	<p>Debate –<i>Do you think the Indian constitution can safeguard our diversity?</i></p> <p><i>*List out the different types of stereotyping you have witnessed in the society.</i></p>	<p><i>*Students recognize the different kinds of discrimination that happens in the society.</i></p> <p><i>*Students examine how far about caste discrimination in India affected social structure.</i></p> <p><i>*Students find how the constitution of India upholds our right to equality.</i></p> <p><i>*Students formulate different measures to eradicate ill tradition and customs in our society.</i></p> <p><i>*Students evaluate how prejudiced and stereotyped societies lead to inequality and discrimination</i></p>	<i>From the real-life situation students were able to understand what different types of diversity leads discrimination.</i>	<i>Students will be asked to paste the pictures of showing discrimination in society</i>
APRIL	Geography-cha-1- <i>The Planet Earth</i>	<i>*To know about our universe, galaxy, stars, solar system and planets.</i>	<i>* Students will be able to explore their knowledge about universe, galaxy, constellations, stars, solar</i>	-	<i>* Students explore their knowledge about universe, galaxy, constellations, stars, solar system</i>	<i>Through student responses</i>	Art-integration Activity



	<p><i>in the solar system</i></p>	<p><i>*To learn about earth Why earth is called blue planet?</i></p> <p><i>*To know about the physical characteristics of the earth and the universe</i></p> <p><i>*To learn about dwarf planet and phases of the earth.</i></p> <p><i>*To learn about satellite, asteroids, meteors, meteorites and comets.</i></p>	<p><i>system and planets with the help of diagrams.</i></p> <p><i>*Students will be able to develop curiosity about earth and why life is possible on earth.</i></p> <p><i>*students will be able to compare about planets and dwarf planets.</i></p> <p><i>*students will be able to define phases of the moon like full moon and new moon.</i></p>		<p><i>and planets with the help of diagrams.</i></p> <p><i>*Students develop curiosity about earth and why life is possible on earth.</i></p> <p><i>*Students compare about planets and dwarf planets.</i></p> <p><i>*Students define phases of the moon like full moon and new moon.</i></p>	<p><i>*Draw a labeled diagram of solar system keeping the following thing in mind: size, distance from the sun and colour of the planet.</i></p> <p><i>*Organize a quiz contest on the earth and the solar system.</i></p> <p><i>*Role plays by students on the topic celestial bodies in the sky.</i></p> <p><i>*Suggest visiting a planetarium and describing your experience in the class.</i></p>
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SUBJECT:



<i>Month & Working Days</i>	<i>Theme/ Sub-theme</i>	<i>Learning Objectives</i>		<i>Activities & Resources</i>	<i>Expected Learning Outcomes</i>	<i>Assessment</i>
		<i>Subject Specific (Content Based)</i>	<i>Behavioral (Application based)</i>			



JULY	Geography- chap2 Globe- Latitudes and Longitudes	<p><i>*To understand the shape of the earth.</i></p> <p><i>*To learn about the mechanism of rotation and revolution of the earth.</i></p> <p><i>*To know about the use of globe for locating places and understanding the time Zone.</i></p> <p><i>* To understand how mechanism of time zones in different countries is calculated throughout the world.</i></p> <p><i>*To know about the different latitudinal zones of the world.</i></p> <p><i>*To know the concept of international date line.</i></p>	<p><i>*Students will be to recognize points of reference on a globe.</i></p> <p><i>*Students will be able to learn the mechanism of rotation and revolution of earth.</i></p> <p><i>*Students will be able to explain the temperature zones of the earth.</i></p> <p><i>*Students will be able to identify the time zones of the world.</i></p> <p><i>*Students will be able to calculate the time of a place based on its longitudinal location.</i></p> <p><i>*Students will be able to locate places on the earth using the earth grid.</i></p>	<p>Art integration</p> <p>*Scrap book: Collect pictures of plants and animals from the different heat zones and prepare collage. Write briefly about each picture.-</p> <p>On the world map, mark the following.</p> <p>*The equator</p> <p>*prime meridian *The Arctic Circle</p> <p>*The Tropic of Cancer and Capricorn</p> <p>*The Antarctic Circle</p>	<p><i>*Students recognize points of reference on a globe.</i></p> <p><i>*Students learn the mechanism of rotation and revolution of earth.</i></p> <p><i>*Students explain the temperature zones of the earth.</i></p> <p><i>*Students able to identify the time zones of the world.</i></p> <p><i>*Students able to calculate the time of a place based on its longitudinal location.</i></p> <p><i>*Students able to locate places on the earth using the earth grid.</i></p>	<p><i>*Through the given activity</i></p> <p><i>*Through the accuracy to mark in the map</i></p>	
JULY	History Chap-1 What, where, how and when.	<p><i>*To understand the specific nature of the discipline passed to us by our ancestors.</i></p> <p><i>*To understand the significance of time, and dates to study of History.</i></p> <p><i>*To learn about the significance of geography in the study of History.</i></p>	<p><i>*The Students will be able to evaluate that history is the study of past events set in a chronological order.</i></p> <p><i>*The Students will be able to analysis that history and geography are</i></p>	<p><i>Gear up activity: Ask the student to recollect the memorable past and what sources of information are required to make it memorable. Share</i></p>	<p><i>*The Students evaluate that history is the study of past events set in a chronological order.</i></p> <p><i>*The Students analysis that history and geography are interconnected, the movement of the people and the creation of states are related to</i></p>	<p><i>Through the classroom discussion about their remembrance of childhood. Information'</i></p>	<p>Art integration Students will be asked the pictures of their childhood in note book</p>



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		<p><i>*To understand and identify the different sources that is used to reconstruct History.</i></p>	<p><i>interconnected, the movement of the people and the creation of states are related to geography.</i></p> <p><i>*The Students will be able to evaluate about the various sources of information.</i></p> <p><i>*They will be able to learn and understand some of the Global facts and information..</i></p>	<p><i>their feelings and to compare it with present time.</i></p> <p><i>Subject Enrichment activity: 1</i></p> <p><i>Topic:</i></p> <p><i>Draw or Paste Pictures on the different sources of information given in the text and write down few lines on the following points</i> <i>[procedure of activity:]</i></p> <p><i>*Name the sources of information*which period it was used.*Any one or two features.</i></p> <p><i>*What is the work of Archaeological Survey of India</i></p> <p><i>Rubrics:</i> <i>Relevance, Creativity, timely submission, overall</i></p>	<p><i>geography.</i></p> <p><i>*The Students evaluate about the various sources of information.</i></p> <p><i>*They learn and understand some of the Global facts and information.</i></p>	<p><i>s they gather from their parents.</i></p> <p><i>Comparative study of present day and pas</i></p>
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				<i>presentation.</i>			
AUGUST	History chap-2 The earliest societies	<p><i>*To understand about hunting and gathering as a way of life and its implications.</i></p> <p><i>*To appreciate the skill and knowledge of hunter-gatherers.</i></p> <p><i>*To learn about stone tools and their use.</i></p> <p><i>*To learn the main archaeologist sites of ancient time.</i></p> <p><i>*Identify stone artifacts as archaeological evidence, making deduction from them.</i></p>	<p><i>*Student will be able to interpret the archeological remains to study about hunter and gather society.</i></p> <p><i>*Students will be able to examine how the periods and things changes with the passage of time.</i></p> <p><i>*Students will be able to analysis how with the discovery of fire human life becomes easy.</i></p> <p><i>*Students will be able to comprehend about various ages of hunters and gathers society.</i></p> <p><i>*Students will be able to develop a systematic understanding of various changes that became the foundation of our lives e.g fire.</i></p>	<p><i>Divide the class in groups of five. Each group will collect information on one important discovery of the Neolithic age and share its advantages in class.</i></p> <p><i>Ans now: Would you use fire for any of these purposes today?</i></p> <p>Q- <i>On the outline map of india mark the Paleolithic sites in india.</i></p>	<p><i>Students interpret the archeological remains to study about hunter and gather society.</i></p> <p><i>*Students examine how the periods and things changes with the passage of time.</i></p> <p><i>*Students analysis how with the discovery of fire human life becomes easy.</i></p> <p><i>*Students comprehend about various ages of hunters and gathers society.</i></p> <p><i>*Students develop a systematic understanding of various changes that became the foundation of our lives e.g. fire</i></p>	<p><i>Through the classroom discussion Through the presentation of students and accuracy in map.</i></p>	<p>Art integration</p> <p><i>Students will be asked to paste the pictures of stone tools and write their uses in note book</i></p>



MAY	History -chap-3 Civilizations and cities	<p><i>*To understand the transition from pastoral phase to urban phase.</i></p> <p><i>*To understand the meaning of civilization and urbanization.</i></p> <p><i>*To find out the extent and spread of the Harappan culture.</i></p> <p><i>*To learn about the distinct features of Harappan towns and cities.</i></p> <p><i>*To learn about the way of life in Harappan culture.</i></p>	<p><i>*Students will be able to describe the conditions that led to the growth of civilization.</i></p> <p><i>*Students will be able to identify the four river valley civilization.</i></p> <p><i>*Students will be able to locate on a map the various places where the civilization flourished in India.</i></p> <p><i>*Students will be able to describe the advance nature of town planning of the Indus valley civilization.</i></p> <p><i>*Students will be able to describe the lifestyle of the people of the Indus valley civilization</i></p> <p><i>*Students will be able to analyze the reasons for the Indus valley civilizations.</i></p>	<p>*Research work: Paste three important buildings in your city or village. Find out how old they are and who looks after them?</p> <p>*Debate on the topic city life is better than village life.</p> <p>*Group discussion on: Why do you think it is important to cover drains?</p> <p>*PPT presentation on Harappan civilization</p>	<p><i>*Students describe the conditions that led to the growth of civilization.</i></p> <p><i>*Students identify the four river valley civilization.</i></p> <p><i>*Students locate on a map the various places where the civilization flourished in India.</i></p> <p><i>*Students describe the advance nature of town planning of the Indus valley civilization.</i></p> <p><i>*Students describe the lifestyle of the people of the Indus valley civilization</i></p> <p><i>*Students analyze the reasons for the Indus valley civilizations.</i></p>	Through the accessed activity.
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SUBJECT:

Month	Theme/	Learning Objectives	Activities & Resources	Expected Learning Outcomes	Assessment
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& Worki ng Days	Sub- theme	Subject Specific (Content Based)	Behavioral (Application based)			
August	Geograp h y Chap-3 Rotation and Revolutio n	<p>*Students will able to understand what causes day and night.</p> <p>*Students will be able to make relation between equinox and solstices</p> <p>*To understand the causes of varying length of day and night.</p> <p>*To understand the causes of changing seasons.</p> <p>*To know the effects of the Earth's Rotation.</p> <p>*To understand the earth takes about 365 1/4 days to complete one revolution around the Sun.</p> <p>*To understand the meaning of solstice and Equinoxes.</p> <p>*They will be able to understand laws of nature.</p>	<p>* The students will be able to analyze the change that is taking place around our surroundings.</p> <p>*The students will be able to relate how rotation and revolution help us to bring changes which is necessary and important.</p> <p>*The students will able to examine the causes of seasons and the diversities due to climate.</p> <p>*The students will be able to identify when equinox, solstices and the leap year occur and why it is important.</p>	<p>Art integration activity(To Support learning):</p> <p>Draw a diagram: draw a neat diagram to show the revolution of the earth around the sun and the four seasons. Label the different positions of the earth during its journey correctly.</p> <p>Comparative study: On the A -4 size sheet with the help of facts and diagram, write the comparative points on rotation and revolution</p>	<p>*The student's analysis the changes that are taking place around our surroundings.</p> <p>*Students are able to co relate how rotation and revolution help us to bring changes which is necessary and important.</p> <p>*Students analyze the causes of seasons and the diversities due to climate.</p> <p>*Students identify when equinox, solstices and the leap year occur and why it is important.</p>	
MAY	Geograph y- Chap- 4	<p>*To understand the importance of maps and their components.</p> <p>*To develop basic skills of map</p>	<p>*Students will be able to define and classify map.</p> <p>*Students will be able to</p>	<p>Art integration activity(To Support learning):</p> <p>*Notebook activity:</p>	<p>*Students able to define and classify map.</p> <p>*Students able to examine the</p>	Through marking and locating the places



	<p><i>Maps and map reading</i></p>	<p><i>and how to see the direction.</i></p> <p><i>*To understand the difference between a globe and a map.</i></p> <p><i>*To learn about the different symbols used as map keys.</i></p> <p><i>Skill: Thinking and understanding.</i></p> <p><i>Values:</i></p> <p><i>Acceptance</i></p> <p><i>Adaptability and its effectiveness.</i></p>	<p><i>examine the difference between a globe and a map.</i></p> <p><i>*Students will be able to recognize the components of a map.</i></p> <p><i>*Students will be able to explain the difference between a sketch and a plan.</i></p>	<p><i>Every school has a well – laid security plan for safe exit during disasters.</i></p> <p><i>*In political map of India mark state and capital.</i></p>	<p><i>difference between a globe and a map.</i></p> <p><i>*Students recognize the components of a map.</i></p> <p><i>*Students able to explain the difference between a sketch and a plan..</i></p>	<p><i>accurately</i></p>	<p><i>Students will be asked to draw the conventional symbols in their note book</i></p>
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August	History Chapter-4 The Vedic age	<p>Students will be able to learn about the Vedas and to understand the Vedic philosophy.</p> <p>* Students will be able to understand the reconstruction of the past on the basis of textual evidence.</p> <p>* Students will be able to study and understand the pattern of life in the Neolithic settlements.</p> <p>* Students will be able to discuss about the Inamgaon and megaliths</p>	<p>* Students will be able to compare the life in the early Vedic period was more flexible than later Vedic period.</p> <p>* Students will be able to appreciate the family system of early Vedic period.</p> <p>* Students will be able to analyze the evidences for the coming of the Aryans and</p>	<p>Art integration activity (To Support learning):</p> <p>*Debate on the topic: The position of Indian women today is better than the position of women in later Vedic age.</p> <p>* List the languages. We have heard about and try and identify the families to which they belong. Ex:</p>	<p>* Students will be able to compare the life in the early Vedic period was more flexible than later Vedic period.</p> <p>* Students will be able to appreciate the family system of early Vedic period.</p> <p>* Students will be able to analyze the evidences for the coming of the Aryans and how the caste system was become rigid.</p> <p>* Students will be able to develop the</p>	<p>Through the points which present in debate.</p>	
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			<p><i>how the caste system was became rigid.</i></p> <p><i>*Students will be able to develop the skill of discussion and comparison between the two periods.</i></p> <p><i>*Students will able to identify the gods worshipped by the Aryans and their religious texts.</i></p>	<p><i>Dravidian families</i></p>	<p><i>skill of discussion and comparison between the two periods.</i></p> <p><i>*Students will able to identify the gods worshipped by the Aryans and their religious texts.</i></p>	
August	<p>Civics</p> <p>Chap- 3</p> <p>Government</p>	<p><i>*Students will be able to understand meaning of government. Why it is necessary and how it work at different level?</i></p> <p><i>*Students will be able to gain knowledge about the democratic functioning of government.</i></p> <p><i>Students will be able to understand type of government and why democracy is the best form of government.</i></p>	<p><i>*Students will be able to define the term government.</i></p> <p><i>*Students will be able to recognize the need for a government.</i></p> <p><i>*Students will be able to identify the different forms of government.</i></p> <p><i>*Students assess the merits and demerits of the various forms of government.</i></p> <p><i>*Students will be able to enumerate the features of democracy.</i></p>	<p>Debate: have a debate in class on the topic, A country progress faster under a dictatorship/democracy</p> <p>Research work: Collect information about the countries which had other form of government for a time period and later they adopted democracy.</p>	<p><i>*Students define the term government.</i></p> <p><i>*Students recognize the need for a government.</i></p> <p><i>*Students identify the different forms of government.</i></p> <p><i>*Students assess the merits and demerits of the various forms of government.</i></p> <p><i>*Students enumerate the features of democracy.</i></p>	<p><i>Through the accessed activity.</i></p>



Oct.	Civics Chap-4 <i>Democratic Government</i>	<p><i>*To understand what apartheid is.</i></p> <p><i>*To understand how conflicts are resolved between people.</i></p> <p><i>*To understand why people should participate in governance and accountability of the government.</i></p> <p><i>*To develop and appreciation for equality and justice.</i></p> <p><i>o understand key elements that influence the function of democracy</i></p>	<p><i>*Students will be able to identify the elements of democracy-participation, accountability.</i></p> <p><i>*Students will be able to explain the election system, active participation of citizens and the role of the media in a democracy.</i></p> <p><i>*Students will be recognizing that elected representatives are accountability to the citizens, the judiciary and the police.</i></p> <p><i>*Students will be able to describe how the judiciary and the police deal with conflict resolution.</i></p>	<p>Art integration activity(To Support learning):</p> <p><i>* Scrapbook: find and paste the leaders who fought for equality and justice. Write in brief their contribution.</i></p> <p>Subject Enrichment activity:2</p> <p>Topic: Report writing</p> <p><i>*Prepare a project report on the measures taken by the government for migrants or weaker section of the society during lockdown.</i></p> <p>OR</p> <p><i>Gather reports of conflicts in and around your city. Make a project report</i></p>	<p><i>*Students identify the elements of democracy-participation, accountability.</i></p> <p><i>*Students explain the election system, active participation of citizens and therole of the media in a democracy.</i></p> <p><i>*Students recognizing that elected representatives are accountability tothe citizens, the judiciary and the police.</i></p> <p><i>*Students describe how the judiciaryand the police deal with conflict resolution.</i></p>	<p><i>Through the scrapbook presentation and discussion. Features of democratic government.</i></p>



				<p><i>on these conflicts and ways of resolving these conflicts.</i></p> <p><i>Rubrics: 1.Research 2.content 3, analysis</i></p>		
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BUDHA DAL PUBLIC SCHOOL, SAMANA
ANNUAL CURRICULUM PLAN TERM-II
SESSION 2023-2024

CLASS: 6

SUBJECT: SOCIAL SCIENCE

OCT/	HISTORY Chapter-5 The Vedic Age	<p><u>12] SPECIFIC LEARNING OBJECTIVES:</u></p> <ul style="list-style-type: none"> *Students will able to learn about the Vedas and to understand the Vedic philosophy. * Students will able to understand the reconstruction of the past on the basis of textual evidence. * Students will able to study and understand the pattern of life in the chalcolithic settlements. *Students will able to discuss about the Inamgaon and megaliths 	<p><u>BEHAVIOURAL OBJECTIVES:</u></p> <ul style="list-style-type: none"> *students will be able to compare the life in the early Vedic period was more flexible than later Vedic period. *students will be able to appreciate the family system of early Vedic period. *Students will be able to analysis the evidences for the coming of the Aryans and how the caste system was became rigid. *students will be able to develop the skill of discussion and comparison between the two periods. *Students will able to identify the gods worshipped by the Aryans and their religious texts. 	<p>-ACTIVITY (TO INTRODUCE THE LESSON):</p> <p>Ask the students that how many of them have read or heard of the epics the Ramayana and the Mahabharata. Ask them about the characters in the epic. Encourage them to talk about their favorite character. Sum up the answers.</p> <p>ACTIVITY (TO SUPPORT LEARNING):</p> <p>Debate on the topic: Which is fairer? Classification of society on the basis of work or birth?</p>	<ul style="list-style-type: none"> *Students able to compare the life in the early Vedic period were more flexible than later Vedic period. *students able to appreciate the family system of early Vedic period. *Students able to analysis the evidences for the coming of the Aryans and how the caste system was became rigid. *students able to develop the skill of discussion and comparison between the two periods. *Students able to identify the gods worshipped by the Aryans and their religious texts. 	<p>Through the participation of students in the class discussion.</p>
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Jan.	– HISTORY. CHAPTER 6- Early Empires	<p>*Students will be able to understand the concept of states and its varieties.</p> <p>*To make the students understand about the transition from janapadas to Mahajanpadas.</p> <p>*To make the students understand the political organization of the times.</p> <p>*To learn about the implications of the widespread use of iron.</p>	<p>*Students are able to analyse the evaluation of kingdoms.</p> <p>*Students will be able to appreciate to see India as a first democracy.</p> <p>*Students will be able to analyse the situations in which the Aryans came to India.</p> <p>*Students will be able to relate the administrative system of ancient period and modern period</p>	<p>ACTIVITY): Class discussion: Why do you think the rulers believed in having strong walls around the city? Do our cities have fortification now days?</p> <p>ACTIVITY (TO SUPPORT LEARNING):</p> <p>*Debate: the merits and demerits of monarchy & democratic form of government</p> <p>*On an outline map of India, locate and mark the following. 1. Patliputra, Vaishali, Kaushambi, Magadha, Vajji, Kuru</p>	<p>*Students are able to analyse the evaluation of kingdoms.</p> <p>*Students able to appreciate to see India as a first democracy.</p> <p>*Students able to analyse the situations in which the Aryans came to India.</p> <p>*Students able to relate the administrative system of ancient period and modern period</p>	Through the participation of students in the class discussion
Oct.	CHAP-5 The four Realms of the earth	<p><u>Student enable</u></p> <ol style="list-style-type: none"> To learn about four realms of the earth Atmosphere, Hydrosphere, Lithosphere and Biosphere. To learn about composition of Atmosphere. How many different types of gases are present in Atmosphere and to know about 	<p>* Students will be able to identify the four realms of the earth and understand how climate and weather influence the life style of the family.</p> <p>*Students will be able to identify the seven continents</p>	<p>Map work –oceans and continents</p> <p>Diagram- Layers of Atmosphere, composition of the Atmosphere.</p> <p>Activity (to assess learning)</p>	<p>* Students able to identify the four realms of the earth and understand how climate and weather influence the life style of the family.</p> <p>*Students able to identify the seven continents and the size and unique features of each.</p>	Through identify the places in map and clarity of diagram.

		<p>different layers of Atmosphere?</p> <ol style="list-style-type: none"> 3. To understand different elements of weather 4. To know about Lithosphere and different Oceans and continent 5. Students will use atlas to find accurate location of physical division on land 6. To know about different layers of the earth. 7. To understand how the wind brings changes in temperature and precipitation. 	<p>and the size and unique features of each.</p> <p>* Students will be able to explain how atmosphere is composed of different gases and its affect on the earth.</p> <p>*Students will be able to analyse the role of atmosphere in the maintaining climatic conditions of India</p> <p>*students will able to realize the need to protect the biosphere.</p>	<p>*Based on oral presentation by students-Protecting of the four realms of the earth</p> <p>*Scrapbook activity: collect the pictures of air pollution /water pollution and suggest five ways in which we can help to reduce air pollution/water pollution</p> <p>*Prepare a poster with slogan on the need to conserve the environment.</p> <p>[Scrapbook]</p>	<p>* Students able to explain how atmosphere is composed of different gases and its affect on the earth.</p> <p>*Students able to analyze the role of atmosphere in the maintaining climatic conditions of India</p> <p>*students able to realize the need to protect the biosphere.</p>	
Oct.	Chapter-6: Relife Features of the continents	<p>* Students will able to understand about the appearance and characteristic features of landforms.</p> <p>*Students will able explain the various forces that take place inside the earth crust and the process that take place outside the earth.</p> <p>*To understand types of movements.</p> <p>*To know about the earthquakes and volcanoes in detail.</p> <p>*To know about types of volcanoes</p> <p>* Students understand and the effects of disasters</p> <p>* Students understand what is the effect</p>	<p>* Students will identify how our earth is made up of different types of landforms,</p> <p>* Students will be able to analyze the effect of forces on the earth surface to form different land forms.</p> <p>*Students will recognize the changes on the surface of the earth due to internal and external forces.</p> <p>*Students will be able to evaluate the importance and beauty of plateaus, name the</p>	<p>*Students discussed about the earth's movement and how this internal movement caused disasters?</p> <p>*Debate: "Building of dams should be stopped as they destroy the environment"</p>	<p>* Students identify how our earth is made up of different types of landforms.</p> <p>* Students able to analyze the effect of forces on the earth surface to form different land forms.</p> <p>*Students recognize the changes on the surface of the earth due to internal and external forces.</p> <p>*Students able to evaluate the importance and beauty of plateaus, name the different types of plateau and list their</p>	<p>On the basis of the points discuss during the debate and the ideas put forward during the class discussion on the topic.</p>

		of different types of movements on earth. *Students understand the process of formation of mountains /plateaus/plains	different types of plateau and list their usefulness. * Students will able to appreciate the uniqueness of our country.		usefulness. * Students able to appreciate the uniqueness of our country.	
Oct.	CIVICS- CHAPTER 5- PANCHAYATI RAJ:-	[1] To understand the federal system of government of India. [2] To learn about why local self government is necessary in country like India. [3] To understand what is Panchayat and how it is elected. [4] To understand the decision making rights of the Panchayat [5] To understand how Panchayati raj works at three –tier system of governance. [6] To discuss about the various problems of village people and how with the help of government they solve their problems. [7]To discuss what are the sources of revenue for the people of villages. [8] To understand the role of local leaders in solving the problems of the villages.	[1] To create awareness related to the importance of government at each level. [2] To justify the needs of the people and how their problems can be easily solved with the help of local resources. [3] To understand how local self government helps in the development of the country. [4] To analysis the depth of the problems and find out the best means of solving that problem with the help of government. [5] To synthesis the different levels of government agencies who work at ground level for development.	[ACTIVITY:] Group discussion on the various problems of villages and cities. [2] DEBATE Women make better administrators and rulers than man?	[1] To create awareness related to the importance of government at each level. [2] To justify the needs of the people and how their problems can be easily solved with the help of local resources. [3] To understand how local self government helps in the development of the country. [4] To analysis the depth of the problems and find out the best means of solving that problem with the help of government. [5] To synthesis the different levels of government agencies who work at ground level for development.	Through he problems shared about the villagers. How our life is different from the life of villagers. Through the debate where children will speak about women empowerment.
Nov.	Chapter-6 & 7 Topic: Rural and urban administration	1. Student will be able understand the formation and functioning of police stations. 2. Students will able to get knowledge of the functions of all local bodies. 3. Students will be able to find out the structure and decision making	*Students will be identify the 3 levels of local government of urban areas-municipal corporation, municipal councils and Nagar Panchayat *Students will able to explain the functions and the sources of	RESEARCH WORK- 1] Do you think the new inheritance law is a step towards improving the status of women in	*Students able to identify the 3 levels of local government of urban areas-municipal Corporation, municipal councils and Nagar Panchayat * Students explained the functions and the sources of income for	Through their research work

		<p>process of corporations.</p> <ol style="list-style-type: none"> 4. Students will be able to understand how districts are divided for collecting taxes. 5. Students will be able to understand the law of inheritance. 6. Students will be able to know the function and power of mayor and commissioner. 7. Students will be able to know the sources of income and how they use in maintain the needs of people of their areas. 	<p>income for municipal corporation .and municipal council.</p> <p>*Students will be able to find out how members are elected to the municipal corporation.</p> <p>*Students will be analyzing that how citizens can protest to get their grievances addressed.</p> <p>*Students will be able to recognise the work of the Nagar Panchayat</p> <p>*Students will be able to list out the advantages of local self government.</p>	<p>society? Can you think of three other such laws that have improved the position of women in our society?</p> <p>2] Find out the name of the mayor of your city or town, when was the last time election were held for your local body? Where is your corporation office located?</p>	<p>municipal corporation .and municipal council.</p> <p>*Students recognised the work of the Nagar Panchayat</p> <p>* Students able to listed out the advantages of local self government</p> <p>*Students able to explain the functions and the sources of income for municipal corporation .and municipal council.</p> <p>* Students able to find out how members are elected to the municipal corporation.</p> <p>* Students analyze that how citizens can protest to get their grievances addressed.</p> <p>* Students able to recognise the work of the Nagar Panchayat</p> <p>*Students able to list out the advantages of local self government.</p>	
Nov.	<ul style="list-style-type: none"> • CIVICS; 8 & 9 TOPICS-Rural livelihood & Urban livelihoods 	<p>: To enable the learner:</p> <p>*To understand about the different types of livelihood prevalent in villages.</p> <p>*To find out about the different types of farming practiced in villages.</p> <p>*To find out about the condition of women in villages.</p> <p>*To understanding rural indebtedness.</p>	<p>*To enable Students to:</p> <p>*Elaborate the types of farmers and their problems.</p> <p>*Identify the three sectors into which occupations can be classified.</p> <p>*Define each sector and identify the different kinds of</p>	<p>*Collect pictures of different types of occupation that people do. And list out how one occupation is different from other occupation.</p>	<p>*To find out about the different types of farming practiced in villages.</p> <p>*To find out about the condition of women in villages.</p> <p>*To understanding rural indebtedness.</p> <p>*To understand the migration, its</p>	<p>Through the class room discussion where the children will share their real life</p>

		<p>*To understand the migration, its cause and its effects.</p> <p>*To find out the various kinds of livelihood of all the sectors.</p> <p>*To find out the difference between self-employment, regular and earning on a daily basis.</p> <p>*To understand why villagers come to urban areas looking for employment.</p> <p>*To understand the difference between primary, secondary and tertiary occupations.</p>	<p>occupations can be classified.</p> <p>*Analyze the interdependence between the three sectors.</p> <p>*Explain rural livelihood and various ways of living in rural areas.</p> <p>*Explain urban livelihood and problem faced in urban areas.</p>		<p>cause and its effects.</p> <p>*To find out the various kinds of livelihood of all the sectors.</p> <p>*To find out the difference between self-employment, regular and earning on a daily basis.</p> <p>*To understand why villagers come to urban areas looking for employment.</p> <p>*To understand the difference between primary, secondary and tertiary occupation.</p> <p>*Elaborate the types of farmers and their problems.</p> <p>*Identify the three sectors into which occupations can be classified.</p> <p>*Define each sector and identify the different kinds of occupations can be classified.</p> <p>*Analyze the interdependence between the three sectors.</p> <p>*Explain rural livelihood and various ways of living in rural areas.</p> <p>*Explain urban livelihood and problem faced in urban areas.</p>	<p>examples.</p> <p>Through the activity of scrapbook which will help to understand about the types of occupations.</p>
JAN	The first Empire	<p>] To explain why new religious belief arose during 7th and 4th century.</p> <p>[2] To understand why the removal of caste discrimination was central to great thinkers in India.</p> <p>[3] To k</p> <p>4] To know about the life and teachings</p>	<p>] Students will realize the individual's responsibility in creating awareness among the People to put an end to this evil.</p> <p>3] Students will be able to know how important is</p>	<p>* Find out and share stories about Gautama Buddha and Mahavira.</p> <p>*. Have a debate on the topic. 'Ashoka's did the right thing</p>	<p>* Students will realize the individual's responsibility in creating awareness among the People to put an end to this evil.</p> <p>*Students will now be able to know about the Noble Eight fold path and four noble truth</p>	<p>Through the participation of students in the class discussion</p>

		<p>of Mahavira and Buddha. 5] To understand the main tenets of Buddhism and Jainism 6] To understand how the caste system hinders the progress of the society and the nation? 7] To understand the expansion of the Mauryan Empire 8] To learn about Asoka administration. 9] To understand how inscriptions are used as sources for reconstruction of the past</p>	<p>teachings of Buddha and Mahavira. .4] students will recognize the similarities and differences between Jainism and Buddhism. 2. 5. Students will be able to identify the Mauryan dynasty beginning from Chandragupta Maurya to Ashoka the Great. 5.] Students will be able to describe the Kalinga War and assess its consequences. Understand the consequences of the continuity of war. 5] Students will be able to analyze the end of the Mauryan Empire.</p>	<p>by giving up war.</p>	<p>expounded by Buddha to attain peace. * To understand how the caste system hinders the progress of the society and the nation? * To understand the expansion of the Mauryan Empire *To learn about Asoka administration. * To express the necessity of removing caste discrimination from the society. * To Kalinga War and assess its consequences. Understand the consequences of the continuity of war. 16] Students will be able to analyze the end of the Mauryan Empire.</p>	
Dec	GEOGRAPHY India - Physical Features	<p>*To understand the different types of physical features of a country. *To understand the important features of all the types of physical features of</p>	<p>*To identify the six major physical divisions of India. *To describe three major river basins of the northern plains. *To know about Himalayan ranges: Himachal, Himadri and Shiwalik and where they are located? *To differentiate b/w the</p>	<p>On a physical map of India, students will mark Himalayan mountain ranges, [Himadri,</p>	<p>*To understand the political division of the country. *To identify the reasons behind the political division of India. *To analyze India's relations with neighboring countries. *To identify the six major physical divisions of India.</p>	<p>Through Accuracy and coloring in map</p>

		India.	greater, middle and lower Himalayas and western ghat and eastern ghat *To identify the Thar Desert, coastal plains and the island of India. *To locate all these features on a map of India.	Himanchal and shiwalik] Eastern Ghats and Western Ghats, Great Indian Desert and Deccan plateau.	*To describe three major river basin of the northern plains. *To know about Himalayan ranges Himachal, Himadri and shiwalik and where they located?	
Dec.	GEOGRAPHY-8 India: Climate, vegetation and wildlife	*To learn and understand the climate of India. *To understand how weather and climate are co related as well as different from one another. *To make the students understand how weather and climate can change over a period of time. *To make the students know and understand the role of various factors in determining the climate of the world. * The students will understand importance of Natural vegetation.(usefulness of forests) * The students will understand different types of forests found on earth and Natural vegetation Regions of the India. * The students will know the need to conserve forest and wild life and steps taken by the government to conserve wild life and natural vegetation.	*To analysis the different factors on what weather and climate depends. *To analysis the different seasons of India. *To evaluate the occurrence of the south-west and north east monsoon in India. *To evaluate how in India the climate and weather varies from place to place and brings changes in our lifestyle of food, clothes and shelters. * To express the necessity and the role of flora and fauna in ecosystem. * To realize the individual's responsibility in conservation of natural wealth of India. *To recognize the significance of National parks , Reserves, Sanctuaries in India and World * To compare the types of vegetation in India and understand the factors determining them.	*Design a poster on the need to conserve our forest and protect the wildlife of the nation.	*To understand how weather and climate are co related as well as different from one another. *To make the students understand how weather and climate can change over a period of time. *To make the students know and understand the role of various factors in determining the climate of the world. *To analysis the different factors on what weather and climate depends. *To analysis the different seasons of India. *To evaluate the occurrence of the south-west and north east monsoon in India. *To evaluate how in India the climate and weather varies from place to place and brings changes in our lifestyle of food, clothes and shelters. * To express the necessity and the role of flora and fauna in	

					ecosystem. * To realize the individual's responsibility in conservation of natural wealth of India.	
Jan	<u>Political Developments</u>	<p>*Students will be able to understand the idea that strategies of expansion, and their logic, differ</p> <p>*Students will understand the importance of Gupta administration</p> <p>*Students will understand the rule of Harshwardhan</p> <p>*Students will be able to learn about the Pallavas and Chalukyas.</p> <p>*Students will be able to understand that how Prashasti and Charitas are used to reconstruct political history.</p> <p>*Students will be able to understand about the administration, army and society of southern kingdoms</p> <p>*Students will learn about ancient Indian literary and architectural forms.</p>	<p>*To analyze the reason that why Gupta period was known as golden period</p> <p>*To will analyze the role of Prashasti in sources of information</p> <p>*To develop a sense of appreciation of textual and visual tradition of the period.</p> <p>*To appreciate the architecture of ancient India.</p> <p>*They will be able to distinguish between Gandhara and the Mathura schools of art</p> <p>*They will be able to appreciate the mastery of ancient Indians in metallurgy</p> <p>*They will realize the contribution made by ancients in the field of science and mathematics</p>	<p>-: [1] Debate: What is the main indicator of a developed society- its lavish buildings or its literary works?</p> <p>2] On an outline map of India, identify the following: Prayag, Gaya, Ujjain, Kanauji.</p> <p>3] Make a list and paste pictures of ancient art and architectural legacy which should be recognized as World Heritage Sites. For example; pillars, rock edit, stupas, and palaces.</p>	<p>*Students understand about the administration, army and society of southern kingdoms</p> <p>*Students learn about ancient Indian literary and architectural forms.</p> <p>They analyze the reason that why Gupta period was known as golden period</p> <p>They analyze the role of Prashasti in sources of information</p> <p>They are able to appreciate the architecture of ancient India.</p>	
Mar/14		SYLLABUS COMPLETE				