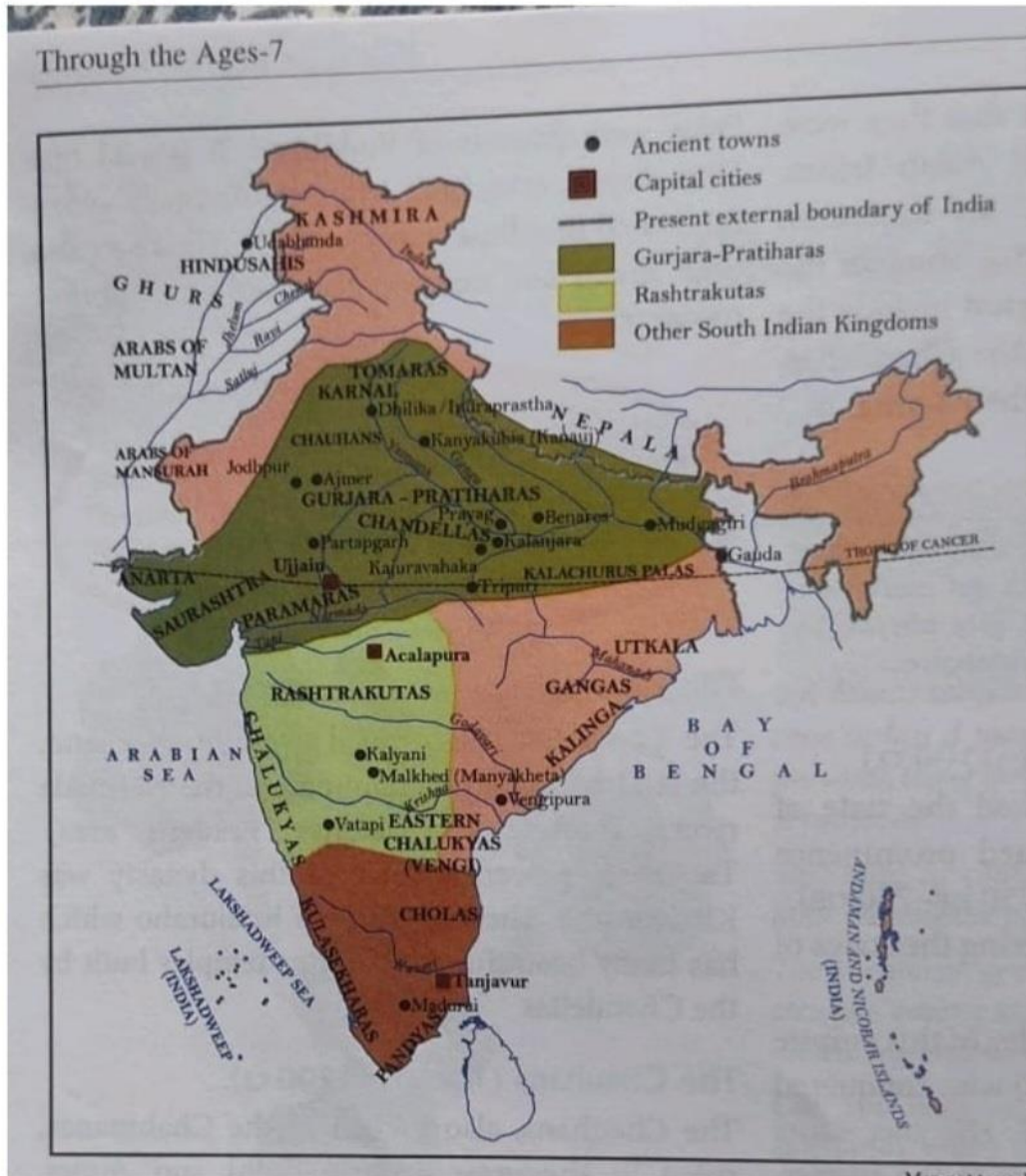


Session 2023-24		
<u>LESSON PLAN- SOCIAL SCIENCE</u>		
CLASS- 7TH		
TERM - I		
History		
Ch 1:- <u>Medieval India</u>		No. of Periods:- 5
1.	Pk testing	1. In how many periods history is divided? 2. Which are the towns in sources of medieval history?
2.	Learning outcomes	Students will be able to learn the different names of India, how archaeological and literary sources help in the study of history.
3.	Pedagogical strategies	1. Students will be asked to write their names in different calligraphy. 2. They will be asked to paste pictures of coins of different time period and compare them 3. An educational trip will be organised to near by monuments or museum and after observing students will prepare a write up .
4.	Inter disciplinary linkages and infusion of life skills	A debate will be arranged in the class on the topic 'what is the importance of monuments to you as a student of history ?' it will enhance the communication skills of students along with logical reasoning through educational trip to monuments , they will get intellectual insight into the mediaeval archeology and architecture
5.	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding.
6.	Assessment questions	A few questions will be asked to assess students understanding of topic 1. Which period is known as the mediaeval period in Indian history ? 2 . Name two important travellers of the mediaeval period. 3 how did coins throw light on the economic condition of Kingdom.
7.	Feedback and remedial Teachings	<ul style="list-style-type: none"> • Slow learners will be given extra assistance and few concepts will be explained again • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
8.	Inclusive practice and full participation	students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to ecognize , celebrate and respect their differences with acceptance and compassion <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

MAY,2023-24

Ch 2:- Rise of the Regional Kingdoms		No. of Periods:- 5
1.	PK testing	Who were Rajputs? Who was the first muslim to study the Puranas ?
2.	Learning outcomes	Students will be able to get knowledge about the efficient administration of chola rulers and reasons of struggle among northern rulers
3.	Pedagogical strategies	Students will make a collage of sketches to show fullity of war fare

		Class discussion on the topic 'is war ever justifiable?' Map activity - students will be asked to mark important regional kingdoms during the medieval period
4.	Inter disciplinary linkages and infusion of life skills	Students will be engaged in art activities through collage and will be able to construct personal meaning through learning in an art integrated environment . They will get knowledge of history.
5.	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding.
6.	Sustainable development goal	SDG Goal no 16 peace justice and strong institution Students will understand the futility of war and value of peace
7.	Assessment item	1. How did the rajputs derive their names and origin 2. Who was prithviraj chohan ? 3. What does 'gangaikonda mean '? 4. describe the importance of the chola inscriptions
8.	Feedback and remedial Teachings	1. Slow learners will be given extra assistance and few concepts will be explained again 2. • weak students will be motivated for learning 3. • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
9.	Inclusive practice and full participation without discrimination	Inclusive practice and full participation students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work



Ch:-3 Delhi Sultanate

No. of Periods:- 5

1	P.K.Testing	A few questions will be asked to the students to know their knowledge <ul style="list-style-type: none"> • have ever hear about raziya sultan ? • who was the founder of salve dynasty ?
2	Learning outcomes	Student will be able to get knowledge about various rulers of Delhi Sultanate and their administration
3	Pedagogical strategies	Students will prepare a power point presentation on any

		<p>one dynasty of the Delhi Sultanate. they will draw or paste pictures of the monuments built during that particular dynasty</p> <p>They can make a time line show the rule of the various dynasties or Delhi during common era</p>
4	Inter disciplinary linkages and infusion of life skills	<p>Students will draw the monuments of the any dynasty which will enhance their artistic skill</p> <p>For life skills they will be asked to write their view on the topic - now in the present time , of the government raises prices for everything. How will your parents manage and what part can they play to help them .</p>
5	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
6	Assessment item	<p>A few questions will be asked from students to check their understanding of the chapter:</p> <ul style="list-style-type: none"> • why was raziya sultan unable to rule effectively? • who was timur ? • name two Persian customs introduced by balban
7	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
8	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that</p> <p>Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

Geography

Ch 1:- Our Environment

No. of Periods:- 5

1.	PK Testing	<ul style="list-style-type: none"> • Students will be able to know the major components of the environment. • They will be able to distinguish between the biotic and abiotic environment. • Students will be able to identify the four domains of the natural environment
2.	Pedagogical strategies	<p>Students will be asked to name 10 articles around them that are made from rocks</p> <p>They will find out which type of rock has been used to make those articles .</p> <p>Students will be asked to choose any one environmental problem like deforestation or climate change and they will prepare PowerPoint presentation on it</p>
3.	Inter disciplinary linkages and infusion of life skills	Through ppt students will get knowledge of computer they will also enhance their critical thinking skills

4.	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
5.	Sustainable Development Goals	students will understand about different components of environment change and it's impact
6.	Assessment questions	Students will be asked some questions to assess students understanding of topic *Define Natural Environment • what is eco system?
7.	Feedback and remedial Teachings	<ul style="list-style-type: none"> • Slow learners will be given extra assistance and few concepts will be explained again • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
8.	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that</p> <p>Students get to know each other . Students will be encouraged to recognize , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

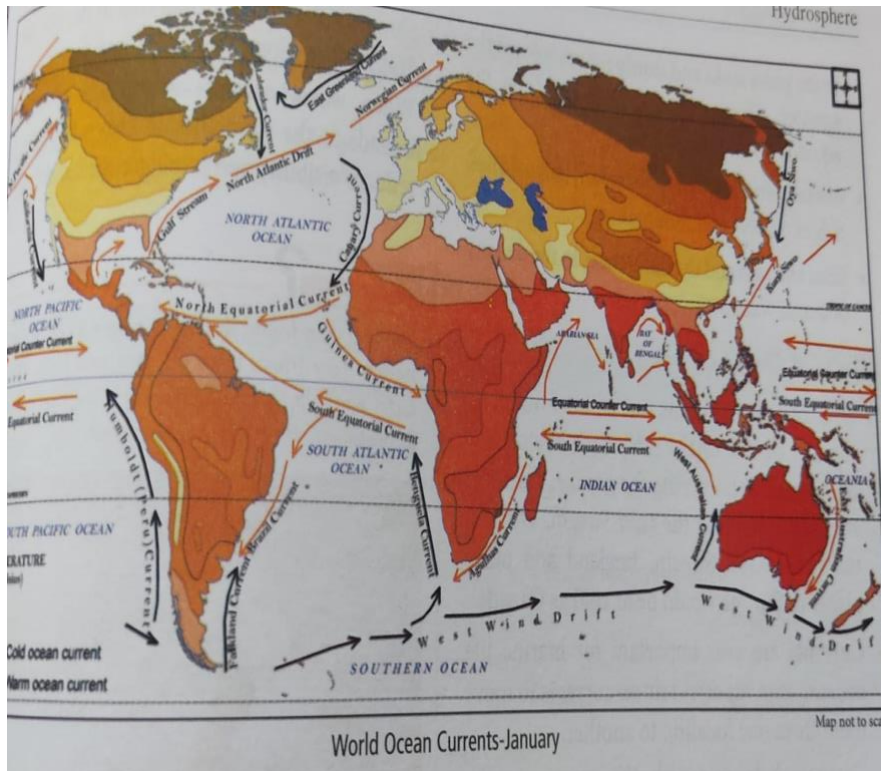
Ch 2:- The Interior of the Earth		No. of Periods:- 5
1.	PK Testing	Have you ever wondered what Earth is made of ? Can you name about the rock used in your class in your backboard .
2.	Pedagogical Strategies	Students will be asked to name 10 articles around them that are made from rocks. They will find out which type of rock has been used. Students will be also asked to draw a diagram showing the interior of the Earth
3.	Interdisciplinary Linkages and infusion of life skills	Students will be able to research through finding knowledge about different rocks . It will also develop there writing skills
4.	Resources Including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
5.	Assessment Questions	<p>What is the name of the top most layer of the Earth?</p> <p>What is the other name of the crust?</p> <p>Which is the thickest layer of the Earth?</p> <p>Where do human beings live?</p> <p>Name some minerals that we use in our day to day life?</p>
6.	Feedback and remedial teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners

7.	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that</p> <p>Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work
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Ch 5:- The Atmosphere		No. of Periods:- 5
1.	PK Testing	<p>*Which is the most unique feature of our planet?</p> <p>*What is the meaning of hydrosphere?</p> <p>*Name the various forms of water bodies?</p> <p>*Which is the largest water bodies found on the Earth?</p>
2.	Learning Outcomes	<p>After studying the lesson, the students will be able to:</p> <ul style="list-style-type: none"> • Explain the force of gravity holding the atmosphere. • Describe the composition of the atmosphere with the help of diagram. • Explain the structure of the atmosphere.
3.	Pedagogical strategies	<p>Students will be asked to prepare a report on the 10 most populated cities in India. They will also collect some pictures from newspaper, magazines and internet and will paste on a chart .</p> <p>Students will also draw a diagram showing different layers of atmosphere</p>
4.	Interdisciplinary Linkages and infusion of life skills	<p>through diagram their artistic skill will be developed .</p> <p>Students will also get general knowledge about the pollution of various Cities in India</p>
5.	Resources Including ICT	<p>Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding</p>
6.	Sustainable Development Goals	<p>Students will learn and think about the ways to reduce the pollution of there towns and cities for a healthy life</p>
7.	Assessment Questions	<p>Students will be asked some questions to assess students understanding topic:</p> <p>Define Natural Environment</p> <p>What is Eco system?</p>
8.	Feedback and remedial teachings	<ul style="list-style-type: none"> • Slow learners will be given extra assistance and few concepts will be explained again • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
9.	Inclusive practice and full participation	<p>Students will work in peer groups and help each other to understand the Topic:</p>

	<p>Differentiated instructions will be given to students with special needs: opportunities will be created through play way activities so that students get to know each other.</p> <p>Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work
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Ch 6:- Hydrosphere		No. of Periods:- 4
1.	Pk testing	<p>Student will be questioned to check their previous knowledge of the students</p> <ul style="list-style-type: none"> • What is water cycle? • what is tsunami? • what are waves ?
2.	Learning outcomes	<p>Students will come to know about the formation of spring tides and neap tides , Ocean currents and tides</p>
3.	Pedagogical strategies	<p>Students will prepare a model of water cycle on a thermocol sheet Map work :on an outline map of the world students will make the ocean currents Students will also make a poster model highlighting the importance and ways to conserve fresh water</p>
4.	Inter disciplinary linkages and infusion of life skills	<p>Students will be able to develop scientific approach by making water cycle Through map activity the will get knowledge of the geography and there artistic skill will be developed through poster making</p>
5.	RESOURCES INCLUDING ICT	<p>Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding</p>
6.	Assessment questions	<p>A few questions will be asked to the students:</p> <ul style="list-style-type: none"> •what us the water cycle? •why do tides occur? • difference between spring tides and neap tides
7.	SUSTAINABLE DEVELOPMENT GOALS	<p>Students will understand the value and importance of water and sanitation</p>
8.	Feedback and remedial Teachings	<ul style="list-style-type: none"> • Slow learners will be given extra assistance and few concepts will be explained again • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
9.	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work



Social and Political Life

Ch. 1:- Democracy And Equality

No. of Periods:- 4

1.	P.K. Testing	1. What is equality? 2. What is the main reason for inequality in a society?
2.	Learning outcomes	Explain the significance of equality in democracy. Distinguish between political equality, economic equality and social equality.
3.	Pedagogical strategies	Students will be asked to make a list of ten democratic countries of the world and find out some important facts about the constitution of any two such nation Students will also collect and paste pictures of any ten Indian or international personalities who struggled for inequality.
4.	Interdisciplinary linkages and infusion of life skill	Students will get knowledge of history through searching about the facts of apartheid movement. They will also enhance their writing skills
5.	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding.
6.	Sustainable Development Goal SDG	Zero hunger - through this chapter students will come to know about mid day meal scheme which is linked to zero sustainable development goal
7.	Assessment items	Students will answer different questions about inequalities prevalent in societies: 1. What are key elements of democracy? 2. Briefly describe Dr BR. Ambedkar's contribution in abolishing of untouchability 3. What do you understand by rule of law ?

8.	Feedback and remedial Teachings	<ul style="list-style-type: none"> • Slow learners will be given extra assistance and few concepts will be explained again • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
9.	Inclusive practice and full participation	<ul style="list-style-type: none"> • students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

Ch 2:- Democracy in India		No. of Periods:- 5
1.	P.K. Testing	The picture of an elector's voter-I- card will be shown to the students The various information on I-card will be asked . What is the use of this I-card
2.	Learning outcomes	The topic will brief the students and about the electoral process prevalent in India. It will educate them about the existing political parties in India
3.	Pedagogical strategies <ul style="list-style-type: none"> • experiential learning • Art intregation 	The class will be divided into groups .Class discussion will be held on the topic ' the mid day meal scheme has played a significant role in the reducing social and economic inequality in India ' some groups will be in favour of the statement whenever some will be against it Each group will be asked to find out the name and symbols of political parties of other democratic countries They will draw the symbols , of any 5 political parties of India They will be asked to hold a secret ballot in the class and elect a separate class representative for each month of the year .
4.	Inter disciplinary linkages and infusion of life skills	Through finding the information of the political parties of other democratic nation, students will work in group which will help them to understand the importance of team work . They will compare the democratic set up of different countries which will enable them to examine multidisciplinas across national perceptives of history. This analytical skills will also be developed through research methods
5.	Resources including ICT	Chapter will be futher explained with the help of smart board, ppt will be prepared of chapter and instructional vedio will be shown to the students for better understanding
6.	Sustainable development goal	SDG Goal no 2(no hunger) Through mid day meal scheme students will understand the problem of inequality preveling in the country.
7.	Assessment item	A few questions will be asked to check their understanding of the topic 1. Define Universal adult franchise 2. Who comprise the election commission? 3. What are political parties? 4.describe in brief the secret ballot
8.	Feedback and remedial Teachings	1.Slow learners will be given extra assistance and few concepts

		<p>will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
9.	Inclusive practice and full participation	<p>Inclusive practice and full participation</p> <p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that</p> <p>Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

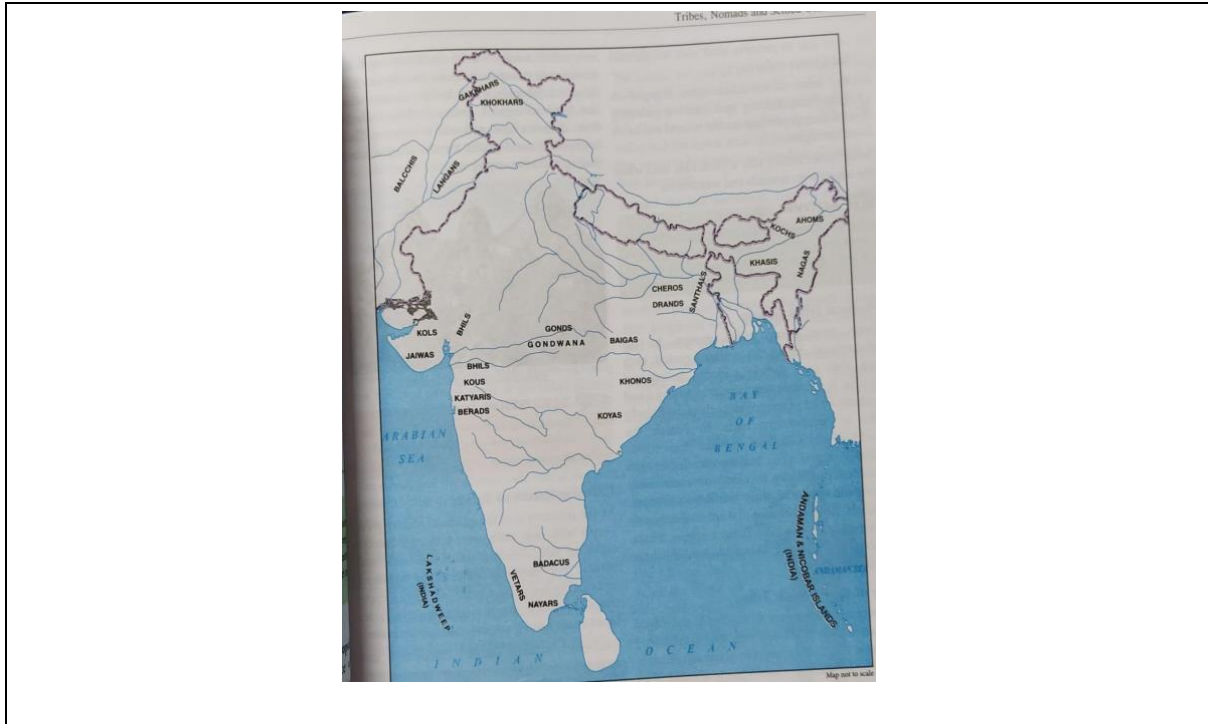
Ch: 3 State government		No. of Periods:- 5
1	P.K.Testing	<ol style="list-style-type: none"> 1. Name three levels of government. 2. What is full form of MLA? 3. Define Unicameral and Bicameral.
2	Learning outcomes	Students will be able to understand the working of both Legislative Council and Legislative Assembly, able to compare the functions of state government to local government .
3	Pedagogical strategies	Debates on the participation in election, why people are not taking part in voting? Students will give their suggestions on issues relating to elections.
4	Inter disciplinary linkages and infusion of life skills	Through debate students will be able to develop communication skills
5	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
6	Assessment item	<ol style="list-style-type: none"> 1. Do you think there is a reason for not giving complete authority to state government? 2. Do you know the MLA of your area ?
7	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
8	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that</p> <p>Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

TERM - II
History

Ch 7:- Tribes, Nomads and Settled Communities

No. of Periods:- 5

1.	P.K. Testing	To create awareness about social changes, as these are not same everywhere due to different kinds of societies evolved differently. 1.Name the two types of societies in India.2.Whatiscastesystem?
2.	Learning outcomes	Students will be able to know about different tribes in India who live a life of their own
3.	Pedagogical strategies	Students will be asked to draw or collect the pictures of various tribe groups in India and write about their customs and traditions • students will be also asked to mark different tribe groups on the physical map of India
4.	Inter disciplinary linkages and infusion of life skills	By drawing the different images of tribes , students will develop their artistic skills they will also get knowledge of previous history of tribal communities
5.	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
6.	Assessment item	A few questions will be asked from students to check their understanding • who were the banjaras ? •how did tribal societies changed with time ? • what were the difference between the caste based society and a tribal one ?
7.	Feedback and remedial Teachings	1.Slow learners will be given extra assistance and few concepts will be explained again • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
8.	Inclusive practice and full participation	Inclusive practice and full participation students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work



Ch 8 Religious Belief of Periods:- 5		No.
1.	P.K. Testing	Students should be able to understand about Religious movements during medieval period. The Bhakti and the Sufi Saints influenced the masses. 1. What is meant by Salvation? 2. Define Meditation. 3. Name the holy book of Sikhs.
2.	Learning outcomes	Students will be able to get knowledge about the various Saints, regional beliefs, different religions and faiths, Indian influencer with new ideas
	Pedagogical strategies	Students will work in groups. They will be asked to enact a day in Mirabai's life. Demonstrate and dramatise her devotion to Lord Krishna and the resistance offered by her people against her devotion • students will make a collage by collecting pictures of various saints belonging to medieval period
3.	INTER disciplinary linkages and infusion of life skills	Through working in group the students will develop the quality of team work it will enhance their dramatic skills as they will do the activity of role play
4.	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
5.	Assessment item	A few questions will be asked to some questions to check their understanding • what is langar? • mention the main teaching of the Sufis • compare the bhakti ideas of Ramanuja with that of Shankaracharya
6.	Feedback and remedial	1. Slow learners will be given extra assistance and few

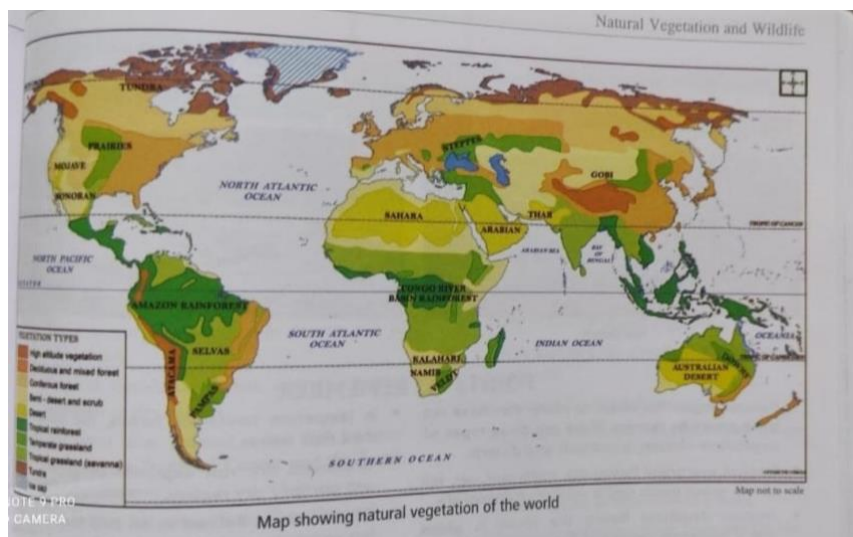
	Teachings	<p>concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
7.	Inclusive practice and full participation	<p>Inclusive practice and full participation students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

Ch10:- New political formation in the 18th Century		No. of Periods:- 5
1	PK Testing	To give knowledge about later Mughals rulers and establishment of independent kingdoms in 18th century. 1. When was Aurangzeb died? 2. Who was the founder of the Hyderabad state? 3. Who was the last Sikh guru?
2	Learning outcomes	Students will learn about mistakes of Indian rulers across India.
3	Pedagogical strategies	.Students will be asked to prepare a case study on war victories and administration of Shivaji . Students will choose any one community of rajput , jats or Sikhs and will find out important facts about the rulers of these communities
4	Inter disciplinary linkages and infusion of life skills	Through finding the facts about different communities. Students will develop efficiency in research. It will also develop their thinking skills .
5	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
6	Assessment item	Students will be asked the following questions: 1. Who was Nadir Shah ? 2. Name the founder of the Hyderabad. 3. Describe the administration system of Marathas .
7	Feedback and remedial Teachings	Slow learners will be given extra assistance and few concepts will be explained again <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
8	Inclusive practice and full participation	students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that

	<p>Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work
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Geography		
Ch 7:- Natural Vegetation and Wildlife		No. of Periods:- 5
1	PK testing	<p>*What is the importance of plants in our life? *How humans interference changes and pollutes the Earth's surface? *What is the importance of forest and wildlife? *What the various steps to protect forest and wildlife?</p>
2	LEARNING OUTCOME:	<p>*Students will get to know about different types of forests. *Students will be able to understand the role of climate plays for forests. * They will understand that how wildlife is depend on forests. *Students enable to connect themselves with forest and wildlife easily. *They will familiarize to conservation methods for flora and fauna.</p>
3	Pedagogical strategies	<p>Students will be asked to make a chart showing the vegetation belts and the flora and fauna of the region of the world. Students will be prepared a collage of wildlife and will be writing the region(forest) they belong to</p>
4	Inter disciplinary linkages and infusion of life	<p>Through the activity of the collage students will develop there artistic skill. They will also able to relate with science</p>
5	Resources including ICT	<p>Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding</p>
6	Assessment item:	<p>Which two factors affect the growth of vegetation? Define natural vegetation. How are they classified? Write the uses of Coniferous forest. Why are Mediterranean forest called the 'Orchard of the world'? What are Coniferous forests?</p>
7	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners

8	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work
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Ch: 8 Settlement, transport and Communication		No. of Periods:- 5
1	P.K.Testing	<p>Students will ask some questions</p> <ul style="list-style-type: none"> • what they know about agriculture • difference between villages , towns and cities
2	Learning outcomes	<p>The students will come to know about</p> <ul style="list-style-type: none"> • the longest railway in the world • major air routes of the world • development in the means of communication
3	Pedagogical strategies	<p>Students will prepare a ppt presentation on different means of communication . Right from the ancient to the contemporary period . They will also prepare a report on national highways of India</p>
4	Inter disciplinary linkages and infusion of life skills	<p>Through ppt they will get knowledge of computer and history. It will also enhance the critical thinking skills</p>
5	Resources including ICT	<p>Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding</p>
6	Assessment item	<p>Following questions will be asked to the students</p> <p>write the characteristics of a rural settlement</p> <p>What are the advantages of road transport?</p> <p>Define settlement</p>

7	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
8	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

Ch 9:- Life in the tropical and Sub- tropical regions		No.
of Periods:- 5		
1	PK Testing	<p>What are latitudes and longitudes? What do you know about tropics? Define sub-tropics? Name the areas lying in tropics/ Which areas are belong to sub-tropics?</p>
2	Learning Outcomes	<p>This topic will be enable students to understand the location of Tropics and Sub-Tropics. Students will get to know the climate and natural vegetation of Amazon basin. Students will be able to understand the wildlife and people of Ganga-Brahmaputra basin..</p>
3	Pedagogical strategies	<p>The class will be divided into four groups and group discussion will be held on the following topics: Wildlife in India Project Tiger Wildlife in Amazon Conservation of rivers in India Collect information and compare about the recent changes in the lifestyle in the Ganga-Brahmaputra region and Amazon basin.</p>
4	INTER disciplinary linkages and infusion of life skills:	<p>Through the activity of class discussion students will able to develop their communication skills . It will also enchane their thinking skills</p>
5	Resources including ICT	<p>Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding</p>
6	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to

		<p>make the topic easy</p> <ul style="list-style-type: none"> • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
7	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

Ch11:- Life in the Desert		No. of Periods:- 5
1	PK Testing	<p>What is the importance of deserts in our life? What is the difference between hot and cold deserts? Which type of forest and wildlife found in deserts?</p>
2	LEARNING OUTCOME:	<p>Students will get to know about hot desert and cold desert. Students will be able to understand the role of climate plays for various deserts. They will understand that what type of wildlife is found on hot and cold deserts. Students enable to connect themselves with people of deserts easily.</p>
3	Pedagogical strategies	<p>Students will be asked to make a list of all the deserts in the world and make a report on the vegetation and wildlife of any suck two deserts CLASS DISCUSSION They will be asked if they had a choice to travel a desert what things they will carry n why</p>
4	Inter disciplinary linkages and infusion:	<p>Through the activity of report writing students will develop their writing skills and students will develop communication through class discussion</p>
5	Resources including ICT	<p>Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding</p>
6	Sustainable development goal	<p>Students will understand the life style of people living in deserts and about the climatic changes in the world</p>
7	Assessment	<p>Assesment will be done on worksheets having following questions: 1. Explain what hot desert are ? 2. Describe the climate of ladakh 3. What are regs ?</p>
8	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy

		<ul style="list-style-type: none"> • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
9	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home <p>collaboration will be promoted through team work</p>

Social and Political Life		No. of
Ch: 6 Media in the democracy		
Periods:- 5		
1	P.K.Testing	How media affects our daily life and how it shape our view of the world? What is Print Media? Name any local newspaper in your city..
2	Learning outcomes	Students learnt about effects of media in our daily life, understand about the power of media when used positively.
3	Pedagogical strategies	<ol style="list-style-type: none"> 1. Make a collage of pictures of Print media and Electronic media. 2. Arrange local newspaper and share it with your class. Discuss the impact of local newspaper which cater to specific areas.
4	Inter disciplinary linkages and infusion of life skills	1.critical thinking of the students will be developed through class discussion and through collage students will enhance there artistic skills
5	Resources including ICT	Chapter will be futher explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
6	Assessment item	<ol style="list-style-type: none"> 1.What is the main purpose of mass media? 2.What is meant by Right to Information? 3.how do media shape public opinions
7	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed through different activities like quiz , role play etc . Small tasks will be given to slow learners
8	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities will be created through play way activities so that Students get to know each other . Students will be</p>

		<p>encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work
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Ch: 6 Media in the democracy		No. of Periods:- 5
1	P.K.Testing	How media affects our daily life and how it shape our view of the world? What is Print Media? Name any local newspaper in your city..
2	Learning outcomes	Students learnt about effects of media in our daily life, understand about the power of media when used positively.
3	Pedagogical strategies	<ol style="list-style-type: none"> 1. Make a collage of pictures of Print media and Electronic media. 2. Arrange local newspaper and share it with your class. Discuss the impact of local newspaper which cater to specific areas.
4	Inter disciplinary linkages and infusion of life skills	1.critical thinking of the students will be developed through class discussion and through collage students will enhance there artistic skills
5	Resources including ICT	Chapter will be futher explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding
6	Assessment item	<ol style="list-style-type: none"> 1.What is the main purpose of mass media? 2.What is meant by Right to Information? 3.how do media shape public opinions
7	Feedback and remedial Teachings	<p>Slow learners will be given extra assistance and few concepts will be explained again</p> <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . <p>Small tasks will be given to slow learners</p>
8	Inclusive practice and full participation	<p>students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities willbe created through play way activities so that</p> <p>Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion</p> <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

Ch: 7 Understanding Advertising		No. of Periods:- 5
1	P.K.Testing	1.Which is the most expensive medium of

		advertisements? 2. What is branding?
2	Learning outcomes	Students Will be Able To Understand The Importance Of Advertising And They Will Learn About consumerism And Consumer Protection Act
3	Pedagogical strategies	Students Will Be asked To Bring Used Books , Magazines ,Old Clothes And Toys Which are Not Used By Them . They Will sell There Article To The Other Students With The Help Of Attractive Slogans On Chart Papers Students Will Select Any 5 Advertisement and Write About Their USP
4	Inter disciplinary linkages and infusion of life skills	Students Will Develop Creativity By Developing Advertisement And Slogans . They Will Develop Rational Conclusion By Choosing 5 Advertisement
5	Resources including ICT	Chapter will be futher explained with the help of smart board, ppt will be prepared of chapter and instructional vedio will be shown to the students for better understanding
6	Sustainable Development Goals	Sdg 12 Responsible Consumer And Protection
7	Assessment item	1.What do You Understand By Advertising ?What Are It's Uses ? How Does Any Advertisement Lure Us Into By Something ?
8	Feedback and remedial Teachings	Slow learners will be given extra assistance and few concepts will be explained again <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
9	Inclusive practice and full participation	students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities willbe created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion <ul style="list-style-type: none"> • parens involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work

**Ch 8:- Market Around Us
of Periods:- 5**

No.

1	P.K. Testing	How do markets operate? What is Market? What is a shopping Mall?
2	Learning outcomes	Students learn about different kind of markets, got knowledge about activities of retail and wholesale markets.
3	Pedagogical strategies	Students will be asked to draw any cartoon related with the topic market or consumer Debate will be also conducted in the class about whether shopping malls are boon or bone to the society
4	Inter disciplinary linkages and infusion of life skills	Students will able to develop there communication skills through debate . By working in peer groups they will learn team work
5	Resources including ICT	Chapter will be further explained with the help of smart board, ppt will be prepared of chapter and instructional video will be shown to the students for better understanding

6	SDG	SDG Goal no 12 (Responsible consumption and production .) Students with the knowledge of this topic will be aware of consumer right .
7	Assessment item	A few questions will be given to students as assignment to check their understanding of the topic : <ul style="list-style-type: none"> • what do u understand by weekly marketing? • compare and contrast a weekly bazaar with the super market •what precautions should a consumer take before buying a product?
8	Feedback and remedial Teachings	Slow learners will be given extra assistance and few concepts will be explained again <ul style="list-style-type: none"> • weak students will be motivated for learning • concise lessons demonstrated examples will be given to make the topic easy • Enjoyable learning environment will be developed though different activities like quiz , role play etc . Small tasks will be given to slow learners
9	Inclusive practice and full participation	students will work in peer groups and help each other to understand the topic . differentiated instructions will be given to students with special needs . opportunities willbe created through play way activities so that Students get to know each other . Students will be encouraged to recognise , celebrate and respect their differences with acceptance and compassion <ul style="list-style-type: none"> • parents involvement will also be taken into consideration so that students have the necessary support at school and at home • collaboration will be promoted through team work