

LESSON PLAN

CLASS 6

SUBJECT – SOCIAL SCIENCE

NO. OF TEACHING DAYS	
TOPIC	Knowing Your Family
NO. OF DAYS	8
P.K. TESTING	Teachers will ask students how their family's history, spanning through generations, influenced their way of life.
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none">1. Students will be able to understand one's family's history.2. They will be able to identify and analyse changes in family occupations and living style over a period of time.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will work in pairs or in small groups to interview family members about their experience, migration, changes in habits and roles and responsibilities across generations.
ART INTEGRATION	Students will make a chart in which they have to compare the modern and contemporary lifestyles.
INFUSION OF LIFE SKILLS	Students will develop a sense of teamwork, confidence and simultaneously enhance their conversation skills, by working in pairs or small groups.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	

FEEDBACK AND REMEDIAL TEACHING	<ul style="list-style-type: none"> • Surprise Tests • Case Studies • Assignments • Cross questioning • Group discussions
INCLUSIVE PRACTICES AND PARTICIPATION	<p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p>For gifted students:</p> <ul style="list-style-type: none"> • Addressing Classroom • Encouragement for referring other resources <p style="padding-left: 40px;">Diversity</p> <p>For weak students</p> <ul style="list-style-type: none"> • Buddy help to be provided • Provide grade-up classes <p>For special students:</p> <ul style="list-style-type: none"> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level

NO. OF TEACHING DAYS	8
TOPIC	Geographical region and life I
NO. OF DAYS	8
P.K.TESTING	Teacher will ask the students about how different geographical regions of India impact the lives of people ?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Students will be able to define geographical and will able to describe the way of life of the people in various geographical regions in India 2. They will be able to differentiate between different physical features.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will explore the cultural traditions, rituals and festivals of people living in the northern mountains, plains and Thar desert

SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Students will be able to identify various types of livelihood activities. 2. They can illustrate the concept of interdependence.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will collaborate with classmates to create a neighborhood cookbook. Collect and share recipes from different families in their neighborhood. Includes stories about the recipes.
ART INTEGRATION	Students will be told to make a chart about their neighborhood which will include <ol style="list-style-type: none"> 1 what is special about their neighborhood , notable people around and their occupations 2. Cultural activities that take place in your neighborhood
INFUSION OF LIFE SKILLS	Students will be able to develop a sense of teamwork, writing skills will improve . by visiting the different families they will come to know about diverse cultures and their eating habits
RESOURCES USED	<p>Quiz Group Discussions MCQ Peer Assessment Activities Assignments</p>
SUSTAINABLE DEVELOPMENT GOALS	
ASSESSMENT	<ul style="list-style-type: none"> • By asking oral question. • Home work • Reading of chapter

	<ul style="list-style-type: none"> • Open Book Tests • Class test • Surprise Tests • Blackboard Tests • Worksheets and Assignments
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ASSESSMENT	<ul style="list-style-type: none"> • By asking oral questions. • Home work • Reading of chapter • Open Book Tests • Class test • Surprise Tests • Blackboard Tests • Worksheets and Assignments
FEEDBACK AND REMEDIAL TEACHING	<ul style="list-style-type: none"> • Surprise Tests • Case Studies • Assignments • Cross questioning • Group discussions

INCLUSIVE PRACTICES AND PARTICIPATION	<p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p>For gifted students:</p> <ul style="list-style-type: none"> • Addressing Classroom • Encouragement for referring other resources <p style="padding-left: 40px;">Diversity</p> <p>For weak students</p> <ul style="list-style-type: none"> • Buddy help to be provided • Provide grade-up classes <p>For special students:</p> <ul style="list-style-type: none"> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level
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NO. OF TEACHING DAYS	
TOPIC	Knowing Your Neighborhood
NO. OF DAYS	8
P.K. TESTING	Teachers will ask students what makes our neighborhood unique? How does our neighborhood impact our daily lives?

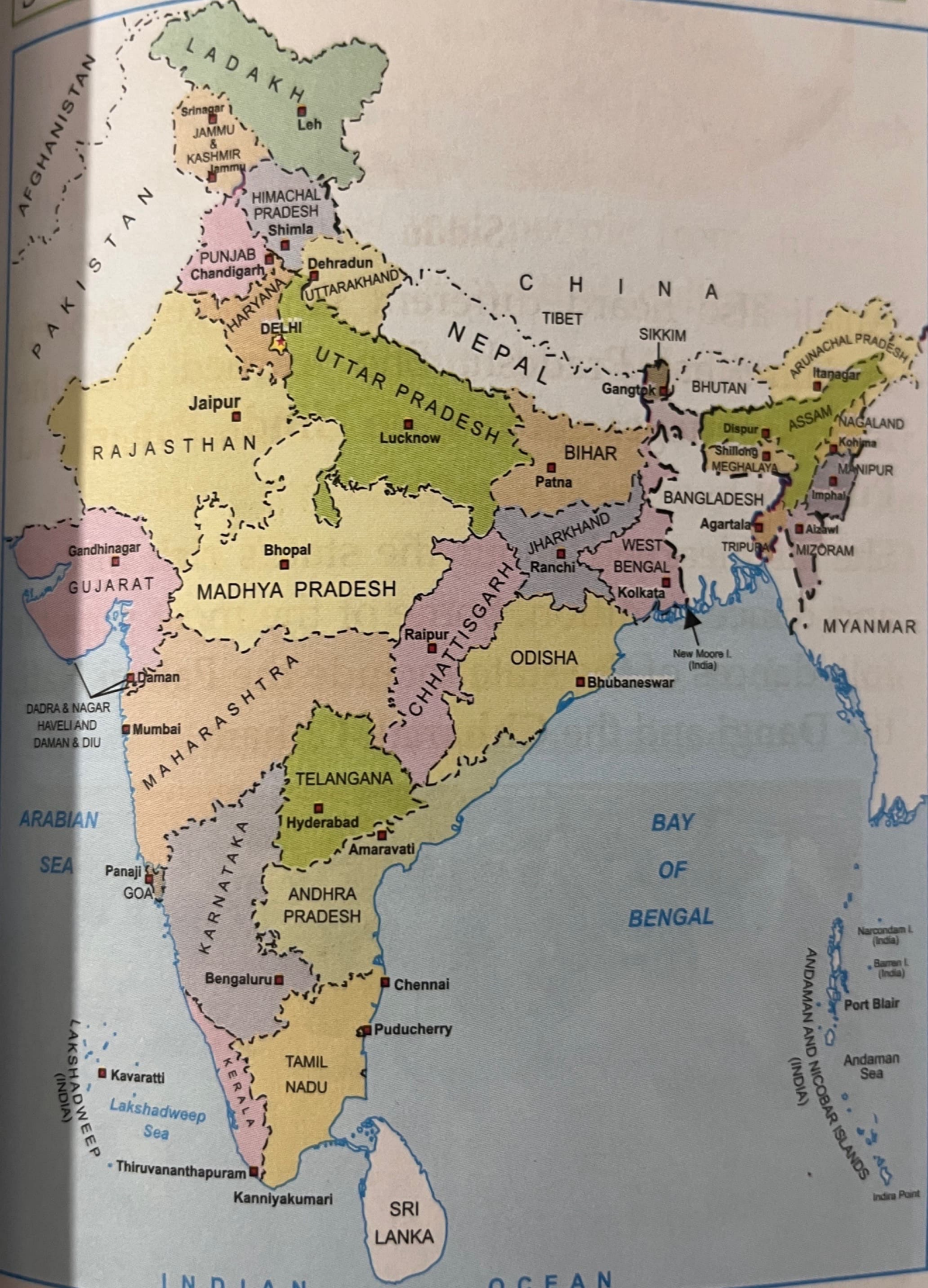
INCLUSIVE PRACTICES AND PARTICIPATION	<p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p>For gifted students:</p> <ul style="list-style-type: none"> • Addressing Classroom • Encouragement for referring other resources <p style="padding-left: 40px;">Diversity</p> <p>For weak students</p> <ul style="list-style-type: none"> • Buddy help to be provided • Provide grade-up classes <p>For special students:</p> <ul style="list-style-type: none"> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level
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NO. OF TEACHING DAYS	
TOPIC	Geographical Regions and Life II
NO. OF DAYS	8
P.K.TESTING	Teachers will ask what are the physical features of the peninsular plateaus, coastal plains and the islands regions of India; how do these physical features impact the lives of the people.
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Students will be able to explain the various physical features of different geographical regions of India.

	<ol style="list-style-type: none"> 2. Students will be able to describe the way of life of the people in various geographical regions of India.
PEDAGOGICAL STRATEGIES	

	regions. Investigate how geography has influenced their way of life.
ART INTEGRATION	Students will be told to draw or paste the pictures of food and attire of people living in the 3 geographical regions i.e mountains, plains and deserts.
INFUSION OF LIFE SKILLS	Students will get to know about the cultural traditions, rituals and festivals of people living in these regions. Students will get to know about the diversity of India.

RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	
ASSESSMENT	<ul style="list-style-type: none"> • By asking oral question. • Home work • Reading of chapter • Open Book Tests • Class test • Surprise Tests • Blackboard Tests • Worksheets and Assignments
FEEDBACK AND REMEDIAL TEACHING	<ul style="list-style-type: none"> • Surprise Tests • Case Studies • Assignments • Cross questioning • Group discussions



AFGHANISTAN
PAKISTAN

ARABIAN
SEA

INDIAN OCEAN

LADAKH
Srinagar
Leh
JAMMU & KASHMIR
Jammu

HIMACHAL PRADESH
Shimla
PUNJAB
Chandigarh
Dehradun
UTTARAKHAND

HARYANA
DELHI
UTTAR PRADESH
Jaipur
Lucknow

RAJASTHAN
Bhopal
MADHYA PRADESH
Raipur

GUJARAT
Daman
Mumbai
MAHARASHTRA
KARNATAKA
Hyderabad
Amaravati
ANDHRA PRADESH

GOA
Panaji
Bengaluru
Chennai
Puducherry
TAMIL NADU
Kerala
Kavaratti
Thiruvananthapuram
Kanniyakumari

CHINA
TIBET
NEPAL
SIKKIM
Gangtok
BHUTAN
ARUNACHAL PRADESH
Itanagar
ASSAM
NAGALAND
Dispur
Shillong
Kohima
IMPHAL
MANIPUR
BANGLADESH
Agartala
TRIPURA
MIZORAM
Atzawl

JHARKHAND
Ranchi
WEST BENGAL
Kolkata
ODISHA
Bhubaneswar
MYANMAR

ANDAMAN AND NICOBAR ISLANDS
Narcondam I. (India)
Barren I. (India)
Port Blair
Andaman Sea
Indira Point
SRI LANKA

	<ul style="list-style-type: none"> • Provide grade-up classes
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	<p>For special students:</p> <ul style="list-style-type: none"> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level
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NO. OF TEACHING DAYS	
TOPIC	Latitudes and Longitudes
NO. OF DAYS	7
P.K. TESTING	Model of the earth in the form of globe will be shown to the students. A few questions will be asked from them.
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Defines the terms axis, latitude and longitude. 2. Analyses the differences between latitudes and longitudes. 3. Identifies the heat zones of the earth on the world map and describes each. 4. Understands the importance of longitudes in determining time of a place. 5. Identifies the parallels of Latitudes on a globe and on a map
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Movie will be shown "Around the world in eighty days"
ART INTEGRATION	Students will be asked to draw the diagram of different heat zones and find out the meanings of difficult words.
INFUSION OF LIFE SKILLS	Students will be able to understand time and locating places on the globe.

EXPERIENTIAL LEARNING	The students will create an artwork depicting the interrelationship between humans and their physical environment. Illustrate how people adapt to various climatic and geographical regions through art.
ART INTEGRATION	Students will be told to draw the collage on food diversity across India.
INFUSION OF LIFE SKILLS	The artistic skills of the students will be greatly enhanced and they will value their environment more.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	
ASSESSMENT	<ul style="list-style-type: none"> • By asking oral questions. • Home work • Reading of chapter • Open Book Tests • Class test • Surprise Tests • Blackboard Tests • Worksheets and Assignments
FEEDBACK AND REMEDIAL TEACHING	<ul style="list-style-type: none"> • Surprise Tests • Case Studies • Assignments • Cross questioning • Group discussions
INCLUSIVE PRACTICES AND PARTICIPATION	<p>Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:</p> <p>For gifted students:</p> <ul style="list-style-type: none"> • Addressing Classroom • Encouragement for referring other resources <p style="padding-left: 40px;">Diversity</p> <p>For weak students</p> <ul style="list-style-type: none"> • Buddy help to be provided

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NO. OF TEACHING DAYS	
TOPIC	Rotation and Revolution of Earth
NO. OF DAYS	10
P.K. TESTING	As the students have read about Rotation and Revolution in earlier class. So, Simple questions will be asked to check their previous knowledge, What do you mean by Rotation? What is Revolution?
SPECIFIC LEARNING OUTCOMES	<p>STUDENTS WILL LEARN ABOUT</p> <ol style="list-style-type: none"> 1. Rotation 2. Revolution 3. Orbital Plane 4. Earth Day 5. Leap year 6. Elliptical orbit 7. Summer Solstice 8. Winter Solstice 9. Equinox
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	An Activity will be performed in the class with a candle and a globe, so that students will understand the concept of day and

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NO. OF TEACHING DAYS	
TOPIC	The emergence Of Agriculture And Its Impact On Society
NO. OF DAYS	8
P.K.TESTING	Teacher will ask how did the emergence of agriculture lead to the transition from nomadic lifestyle to settled communities? what impact did this shift have on the development of surplus , trade and commerce in ancient societies?
SPECIFIC LEARNING OUTCOMES	Students will be able to describe the key characteristics of settled communities ,identify and describe the earliest agriculture practice and their impact on food production.
PEDAGOGICAL STRATEGIES	

	night.
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ART INTEGRATION	Drawing an ellipse. Material required- Nails, drawing board, pencil and string
INFUSION OF LIFE SKILLS	At the end of the chapter students will be able to understand the concepts of rotation and revolution. They will get knowledge about the cycle of the season.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Climate Action: Take urgent action to combat climate change and its impacts. • Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
ASSESSMENT	<ul style="list-style-type: none"> • By asking oral questions. • Home work • Reading of chapter • Open Book Tests • Class test • Surprise Tests • Blackboard Tests • Worksheets and Assignments
FEEDBACK AND REMEDIAL TEACHING	<ul style="list-style-type: none"> • Surprise Tests • Case Studies • Assignments • Cross questioning • Group discussions

	3. Trade network and economic interdependence .
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Create your own 'painted Grey Ware' pottery. Use clay or ceramic to mimic the ancient design and patterns.
ART INTEGRATION	Students will be told to select any one mahajanpadas and research about in the details , investigates its history , rulers , culture and important events and present their findings in class .
INFUSION OF LIFE SKILLS	It will enhance artistic skills of the student and will get to know about the ancient designs and patterns .
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	• Climate Action: Take urgent action to combat climate change and its impacts.
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NO. OF TEACHING DAYS	
TOPIC	Formation Of The Early States
NO. OF DAYS	6
P.K.TESTING	Teacher will ask, What were the factors that contributed to the emergence of Mahajanapadas ? what were the characteristics of governance and society of the Mahjanapadas
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Students will be able to learn about archaeological evidence of Mahajanapadas . 2. Factors responsible for formation of mahajanapadas .

EXPERIENTIAL LEARNING	Using a world map , trace and label the major trade routes and key trading partners of the indus Valley Civilisation .
ART INTEGRATION	Students will be told to make a ppt on indus valley civilisation in which certain topic will be given to the group of the students
INFUSION OF LIFE SKILLS	Students will be able to fill the maps and will come to know about the major trading routes and trading partners of Indus Valley Civilisation .
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable and modern energy for all. • Industry, Innovation, and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. • Climate Action: Take urgent action to combat climate change and its impacts. • Life below Water: Conserve and sustainably use the oceans, seas, and marine resources

	<p>for sustainable development.</p> <ul style="list-style-type: none"> • Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
ASSESSMENT	<ul style="list-style-type: none"> • By asking oral question. • Home work • Reading of chapter • Open Book Tests • Class test • Surprise Tests • Blackboard Tests

INCLUSIVE PRACTICES AND PARTICIPATION

Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:

For gifted students:

- Addressing Classroom Diversity
- Encouragement for referring other resources

For weak students

- Buddy help to be provided
- Provide grade-up classes

For special students:

- Ignore spelling mistakes
- Call parents at regular intervals
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