

LESSON PLAN

CLASS 6

SUBJECT – SOCIAL SCIENCE

NO. OF TEACHING DAYS	
TOPIC	Looking back in the Past
NO. OF DAYS	8
P.K.TESTING	Teacher will ask students about how we study past and who are the people who describe the past? Why there is a need to study history?
SPECIFIC LEARNING OUTCOMES	1. Understands the developments and changes in history. 2. List out the various sources of history. 3. Compiles the sequence of historical events.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will be told to visit any zoo to understand the nature and habitat of animals to improve their knowledge regarding nature.
ART INTEGRATION	Study a present day coin and make a list of all the information you can gather from it. Compare it with the coins dating back to your grandparents' time.
INFUSION OF LIFE SKILLS	Travelling skills will be enhanced while visiting a zoo and writing skills will be improved while doing coin activity.
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

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>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	Phases of Earliest Societies I
NO. OF DAYS	8
P.K.TESTING	Teacher will ask students How we know about the earliest human beings. What kinds of evidences were found? How does stones helped early humans?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Compares the stages and development in Stone Age. 2. Identifies tools and artifacts.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Research about various civilizations found in India and compare their lifestyle, food, clothing etc with the lifestyle of today's era.
ART INTEGRATION	Students will be told to do a picture composition and prepare a brochure to attract tourists to visit pre-historic sites.
INFUSION OF LIFE SKILLS	Artistic skills and inquisitive skills of students will be developed by Preparing a travel brochure on how to attract tourists to visit pre-historic sites.
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

	<ul style="list-style-type: none"> • 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
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NO. OF TEACHING DAYS	
TOPIC	Phases of Earliest Societies II
NO. OF DAYS	10
P.K.TESTING	Teacher will ask students about what are Vedas, name four vedas .
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Analyze the changes after Aryan invasion (Religion, political and economic life of people). 2. Explain the descriptions of Vedas, rituals, religion, etc. of the period. 3. Describe life of people during the period.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will be able to know about Vedas, vedic age people and their lifestyle ,society and occupation.
ART INTEGRATION	Students will be told to paste pictures of Inamgaon and explain about archaeological sources and pictures of megaliths along with burial .
INFUSION OF LIFE SKILLS	Artistic skills and inquisitive skills of students will

	be developed by preparing a table on Inamgaon and its features .
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	
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NO. OF TEACHING DAYS	
TOPIC	The growth of New Ideas and Religions
NO. OF DAYS	8
P.K.TESTING	As the students have read about the Janas in the previous chapter, so questions like Who were Janas? What change comes in the lives of people in the late Vedic age? will be asked from them.
SPECIFIC LEARNING OUTCOMES	1. Discusses the rigidity of rituals and varna

	<p>system.</p> <ol style="list-style-type: none"> Compiles the principles of Jainism and Buddhism. List out the evidences of religions through sacred text
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	The topic will be introduced by showing images of horse sacrifices (Ashvamedha) to make students understand the rituals of early times. Janapadas and mahajanapadas will be discussed in the class .students will be told to read about other sub-topics like taxes and improved agriculture which helped to make Janapadas as mahajanapadas.
ART INTEGRATION	Students will be told to draw the pictures of four varnas indulged in different occupations
INFUSION OF LIFE SKILLS	Artistic skills will be developed by writing a diary entry and their thinking skills and creativity will develop.
RESOURCES USED	<p>Quiz</p> <p>Group Discussions</p> <p>MCQ</p> <p>Peer Assessment</p> <p>Activities</p> <p>Assignments</p>
SUSTAINABLE DEVELOPMENT GOALS	
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NO. OF TEACHING DAYS	
TOPIC	Mauryas as the First Empire
NO. OF DAYS	10
P.K.TESTING	To check the previous knowledge of the students, a few questions will be asked like who was GAUTAM BUDDHA?, By whom did the religion Buddhism was found?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Identifies the region ruled by Mauryans. 2. Understand the role of Chanakya in Mauryan Empire. 3. Relates the rulers and organizes them in chronological order.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Class will be divided into groups and a power point presentation will be prepared on the similarities and differences between Buddhism and Jainism.
ART INTEGRATION	Role play will be performed in the class on the stories of Buddha by students.
INFUSION OF LIFE SKILLS	Through role play, acting skills will be developed, confidence level will be enhanced and students will come out their comfort zone. It will also build up their other qualities like cooperation and team work.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	
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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>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	
TOPIC	Empire period
NO. OF DAYS	7
P.K.TESTING	Students will be asked a few questions like what was silk route. Name important cities through which the silk route passed?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> Analyses the trade process in ancient times. Co relates the ancient cities and towns to modern cities and trade Appreciates the work of archaeologists in providing evidences
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	A Class activity will be organized in the class in which students will make list of six things that they purchased from the market and will find out which of these items are made in the city they live in and which of these are brought by traders from other areas .
ART INTEGRATION	Students will be asked to draw and point the picture of Gautama Buddha.
INFUSION OF LIFE SKILLS	Student's artistic skills and creativity will be enhanced by drawing pictures of Gautama Buddha.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment

	Activities Assignments
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NO. OF TEACHING DAYS	
TOPIC	Our Universe
NO. OF DAYS	6
P.K.TESTING	Simple questions will be asked from the students to check their previous knowledge like Where does the sun hide at night, Why does the size of moon change, What do you mean by Saptarishi?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Meaning of solar system. 2. Different shapes and different positions of moon. 3. Stars: Pole Star, Constellations. 4. Planets: The Earth. 5. Satellites: Human Made Satellites. 6. Asteroids and meteoroids.

PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	PPT will be shown to the students so that they come to know about the phases of the moon
ART INTEGRATION	Students will be asked to draw a neatly labeled diagram showing the solar system.
INFUSION OF LIFE SKILLS	By writing a short note on the topic of "Possibilities of human settlement on the moon in future" students will be able to develop their creative and imagination skills.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<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
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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.
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 below Water: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development. • 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
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NO. OF TEACHING DAYS	
TOPIC	Rotation and Revolution of our 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. Earthday 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 night.

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 cycle of season.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
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NO. OF TEACHING DAYS	
TOPIC	Different Landforms of the Earth
NO. OF DAYS	8
P.K.TESTING	A few simple questions about the earth will be given to students to check their previous knowledge Why is the earth called a unique planet? Which are the favorable conditions found on the earth?
SPECIFIC LEARNING OUTCOMES	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Learn the meaning of landform. 2. Draw the sketch of a Mountain, Plains, Plateaus, Desert and Islands. 3. Learn the meanings of Mountains, Plains, Plateaus, Valleys, Delta, Islands and Isthmuses. 4. Differentiate between different physical feature of the earth based on its characteristics and appearance.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	The class will be divided into seven groups of students corresponding to the seven continents and each group will be asked to make a list of important features of their continent
ART INTEGRATION	Students will be asked to draw a picture of Biosphere and colour it. They will also be motivated to write a song on oceans or Mountains "O Ocean, O Ocean pacific and Atlantic, Indian and Arctic, Southern too, Southern too"
INFUSION OF LIFE SKILLS	Students will be able to develop their artistic and creative skill
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
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NO. OF TEACHING DAYS	
TOPIC	Climate of India
NO. OF DAYS	6
P.K.TESTING	Teacher will ask, What makes our country so distinct and unique with a great variety on different counts?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> State meaning of the terms weather, climate and natural vegetation. List out factors influencing India's climate. Relates weather, climate, month to the

	<p>season.</p> <p>4. Examines the type of climate and distribution of rainfall in India.</p>
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	By forming groups to have group discussion on “the effect of northern mountain wall on climate of India”
ART INTEGRATION	Students will be told to fill all political divisions (states) of India on political map of India
INFUSION OF LIFE SKILLS	Group discussion will induce leadership qualities in children.
RESOURCES USED	<p>Quiz</p> <p>Group Discussions</p> <p>MCQ</p> <p>Peer Assessment</p> <p>Activities</p> <p>Assignments</p>
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> Climate Action: Take urgent action to combat climate change and its impacts.
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NO. OF TEACHING DAYS	
TOPIC	Vegetation and Wildlife of India
NO. OF DAYS	6
P.K.TESTING	Teacher will ask questions like what are natural resources. What is wildlife? Why natural vegetation is important?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Differentiates the types of vegetation and places they are found. 2. Discusses the importance of forest and measures to conserve the wildlife.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will be told to visit a zoo to understand wildlife properly and to plant a tree to understand nature.
ART INTEGRATION	Students will be making a poster on 'save rhino' or to prepare a presentation on impact of deforestation on the environment.
INFUSION OF LIFE SKILLS	Students artistic skills will be developed by making a poster, thinking skills will be enhanced by surfing internet
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Zero Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture. • 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 for sustainable development. • 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
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NO. OF TEACHING DAYS	
TOPIC	Diversity
NO. OF DAYS	5
P.K.TESTING	<p>What diversity in general means?</p> <p>How is it different from discrimination?</p> <p>What do students know about freedom struggle?</p>
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. State meaning of the term's diversity and dialect. 2. Analyses the factors leading to diversity. 3. Distinguishes diversity and equality.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Student involvement will be there while discussing the chapter. They will be told to make a chart showing different cultures of different states .
ART INTEGRATION	Students will be told to make a diary entry on 'how they are different from each other by observing their surroundings, friends , neighbor etc.
INFUSION OF LIFE SKILLS	Acceptance of Equality and rights despite change in culture, region, religion etc. Unity in diversity.
RESOURCES USED	<p>Quiz</p> <p>Group Discussions</p> <p>MCQ</p> <p>Peer Assessment</p> <p>Activities</p> <p>Assignments</p>
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Quality Education: Ensure inclusive and

	<p>equitable quality education and promote lifelong learning opportunities for all.</p> <ul style="list-style-type: none"> • Gender Equality: Achieve gender equality and empower all women and girls. • Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Reduced Inequality: Reduce inequality within and among countries.
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
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NO. OF TEACHING DAYS	
TOPIC	Discrimination, Prejudice and Inequality
NO. OF DAYS	5
P.K.TESTING	What do students know about discrimination and constitution of India?
SPECIFIC LEARNING OUTCOMES	1. interprets the term Unity in Diversity and relate it to India

	2. Appreciates diversity and illustrates the ways it enriches our lives.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	They will be told to prepare a speech in favor of love and unity and against discrimination and hatred
ART INTEGRATION	A ROLE PLAY will be performed by the students depicting UNTOUACHBILITY prevailing in the society
INFUSION OF LIFE SKILLS	A role play will be performed by students in the class which will enhance their acting skills and boost up their confidence level
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. • Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. • Gender Equality: Achieve gender equality and empower all women and girls. • Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Reduced Inequality: Reduce inequality within and among countries.
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
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

	<ul style="list-style-type: none"> Encouragement for referring other resources Diversity <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	Understanding Government
NO. OF DAYS	5
P.K.TESTING	<p>What immediate thought comes to mind of the student when word “ government” will be introduced to them</p> <p>Do they know about its function and types?</p> <p>Are they familiar with voting system?</p>
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> Defines meaning of the term government and democracy. Distinguishes the type of governments and illustrates with an example of country. Analyses the need and importance of a government. Identifies the organs of government and its functions. List out the levels of government and its functions. Describes the role(participation) of people in governance.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Student will be shown pictures of different political party leaders and the party symbols.
ART INTEGRATION	Students will be asked to collect information on different types of government and make a scrap file for that and discussion will be done on the basis of that.
INFUSION OF LIFE SKILLS	Student will be told to present a small skit on how our party leaders behave before and after election which will develop their creative skill.
RESOURCES USED	<p>Quiz</p> <p>Group Discussions</p> <p>MCQ</p> <p>Peer Assessment</p> <p>Activities</p>

	Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • No Poverty: End poverty in all its forms everywhere. • Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. • Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. • Gender Equality: Achieve gender equality and empower all women and girls. • Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all. • Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Reduced Inequality: Reduce inequality within and among countries.
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
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>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	
TOPIC	Rural Government
NO. OF DAYS	6
P.K.TESTING	Students will be asked questions like what is panchayat? What is rural India? what kind of government functions in villages?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. State meaning of the terms Local government, gram Sabha, Block samiti. 2. Name the levels and functions of Panchayati raj. 3. Differentiates gram Sabha and gram panchayat. 4. Analyses the role of Nyaya panchayat in solving petty cases.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will be told to form a group of five members as panch in panchayat and distribute duties to each of them and start working for betterment of school park.
ART INTEGRATION	Make grid of panchayati Raj
INFUSION OF LIFE SKILLS	Artistic skills, leadership qualities, team work.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • No Poverty: End poverty in all its forms everywhere. • Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. • Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. • Gender Equality: Achieve gender equality and empower all women and girls. • Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all. • Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Reduced Inequality: Reduce inequality within and among countries.
ASSESSMENT	<ul style="list-style-type: none"> • By asking oral question. • Home work • Reading of chapter • Open Book Tests

	<ul style="list-style-type: none"> • 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>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	
TOPIC	Urban Administration
NO. OF DAYS	5
P.K.TESTING	Teacher will introduce the chapter through a picture composition given in the book before the chapter starts and teachers will ask questions like – Who maintains public properties. Who takes care of civic amenities in towns and cities?
SPECIFIC LEARNING OUTCOMES	1. Name the levels and functions of Urban Administration.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will be told to do role play given in the beginning of the chapter, to do a survey in their area of the local bodies, complete the activity of gathering information about municipal council and to compare it with any village panchayat
ART INTEGRATION	Sort out Garbage Bins
INFUSION OF LIFE SKILLS	Students thinking skills as well as creative skills will be enhanced when they would be told to sort out garbage bins.

RESOURCES USED	<p>Quiz Group Discussions MCQ Peer Assessment Activities Assignments</p>
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • No Poverty: End poverty in all its forms everywhere. • Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. • Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. • Gender Equality: Achieve gender equality and empower all women and girls. • Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all. • Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Reduced Inequality: Reduce inequality within and among countries.
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
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>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

	<ul style="list-style-type: none"> • 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	Livelihoods in Urban areas
NO. OF DAYS	5
P.K.TESTING	Students will be asked questions like- What do people do to earn in rural and urban areas? Why people migrate from rural to urban areas?
SPECIFIC LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. State meaning of the term livelihood. 2. Classify the types of occupations in rural and urban areas. 3. Examine the difference between organised and unorganised employment.
PEDAGOGICAL STRATEGIES	
EXPERIENTIAL LEARNING	Students will be told to visit a market that has street vendors, pavement shops and even a mall. Compare their quality of products, display the difference in the buyers and sellers of all the shops
ART INTEGRATION	Make a table showing different occupations and comparing their nature work, working area, earning, job security, self employed or employed.
INFUSION OF LIFE SKILLS	inquisitive skills, moral values.
RESOURCES USED	Quiz Group Discussions MCQ Peer Assessment Activities Assignments
SUSTAINABLE DEVELOPMENT GOALS	<ul style="list-style-type: none"> • No Poverty: End poverty in all its forms everywhere. • Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. • Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. • Gender Equality: Achieve gender equality and empower all women and girls. • Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all. • Decent Work and Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Reduced Inequality: Reduce inequality within and among countries.

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
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>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