

Lesson 1: Introduction to Early Civilization

Knowledge Objectives:

- * The students will be able to identify and describe key aspects of ancient civilizations.

Understanding Objectives:

- * The students will be able to understand and apply important terms and concepts related to ancient civilizations.

Application Objectives:

- * The students will be able to independently locate and extract relevant information from the text to answer comprehensive questions.

Skill Objectives:

- * The students will be able to analyze and evaluate the significance of a good drainage system in the development of well-planned cities.

Previous Knowledge Testing:

- * The teacher will show some pictures related to early humans and the chapter already done in Class 3.
- * The students will answer the questions related to these pictures.

Teaching Aids:

- * Clay models
- * Wall maps - World political and physical charts

Pedagogical Strategies:

- * Reading of the chapter will be done by the teacher, who will explain the chapter bilingually.
- * The students will repeat after the teacher.
- * The teacher will explain the different civilizations with the help of world maps and the important features of all the civilizations.
- * The teacher will explain the importance of water for the people residing near the different rivers in these civilizations.

Hands-on Activity:

- * The students will prepare beautiful Chinese lanterns.

Recapitulation:

- * A few objective-type exercises will be given to the students to solve after a thorough reading of the chapter.

Assignments:

- * Students will draw colorful pictures of mummies, Egyptian pyramids, etc.

Resources Including ICT:

- * Textbook
- * Workbook
- * History Channel
- * Travel XP Channel
- * Smart class videos

Learning Outcomes:

- * The students will be able to identify different civilizations.
- * They will be able to learn about inventions and trade.
- * They will learn about the importance of rivers.
- * They will express their thoughts and ideas about civilizations in meaningful sentences.

Assessment:

- * Exercises in the textbook and workbook will be done.
- * Revision assignments in the form of objective and subjective type questions will be given.
- * Dictation test and periodic test will be held from the chapter.

CHAPTER -2 WATER RESOURCES

Knowledge Objectives:

Students will be able to learn about the Importance of water resources.

Understanding objective:

Students will be able to know about the sources of water.

Application objective:

Students will be able to learn about uses of water.

Skill objective:

Students will learn about conservation of water.

Previous knowledge testing:

- 1. What are the uses of water?
- 2. What are the sources of water?
- 3. How much of earth's surface is covered with water?

Teaching aids :

model of dam, smart class, model of rainwater harvesting.

Pedagogical Strategies:

Students will prepare an advertisement based on 'save water'. They will write slogans based on save water and place them near the school taps. Reading of the chapter will be done by the students. The teacher will explain the importance of water in our lives. The teacher will explain the methods of bringing under ground water to the surface. With the help of models, teacher will explain hydro-electricity rainwater harvesting and location of dams on map.

Hands on Activity:

Students will prepare an advertisement based on 'save water'. They will write slogans based on save water and place them near the school taps.

Recapitulation:

- 1. The longest dam in India is ____.
- 2. The water of seas and oceans is ____

Assignments

- 1. Paste the pictures of sources of water.
- 2. Suggest five methods to save water.

<https://www.youtube.com/watch?v=yFHxfggjWAw&feature=youtu.be>

Learning outcomes:

Students will be able to list the uses of water identify the sources of water list the reasons for shortage of drinking water recognise the uneven distribution of water on the Earth specify the various ways water is sourced—from rivers, wells, dams, irrigation canals list the major dams in India and discuss the advantages and disadvantages of building big dams recognise the importance of rainwater harvesting

Assessment:

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/ Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

CHAPTER -3 MINERAL RESOURCES

Learning outcomes:

Knowledge objective:

Students will come to know about the definition of soil, layers of soil and types of soil found in India and distinguish between metals and non-metals.

Understanding objective:

Students will learn about the effects of soil on plants, animals and people and tell the uses of metals and non-metals.

Application objectives:

Students will able to learn about different ways to preserve and protect soil and learn about the location of mineral deposits.

Skills objective:

Students will able to learn about making a mind map on how soil help us and importance of conserving these minerals.

Previous knowledge testing:

Students will be asked about what types of crops are grown in our state. How we can protect our soil. From where do we get metals. Name the two types of minerals.

Teaching aids:

Smart class, map, real metals (gold, utensils etc) Chalk, duster, board, maps, videos and books

Pedagogical strategies:

The teacher will explain about the term soil. She will explain about different layers of soil. The teacher will explain about different types of soil found in India and different crops that are grown in different types of soil. The teacher will explain the types of minerals and how metals are extracted from minerals with examples. The students will tell the uses of metallic and non-metallic minerals. She will also explain about the different ways to preserve and protect soil.

Hand on Activity:

Students will be encouraged to plant a tree in parts of our city to avoid pollution and soil erosion and Students will share their views on uses of metals. They will discuss about the harmful effects of microwave along with plastic utensils.

Arts Integration:

Draw a diagram of different layers of soil and label it

Interdisciplinary linkages and infusion of life skills:

Students will learn about teamwork, cooperation and different ways to protect soil.

Recapitulation:

will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology):

eBook's , worksheets, Internet

[Http://youtube/vg5xEcRAD8](http://youtube/vg5xEcRAD8)

<http://youtube/pg6xFbSBE7>

Assessment Items:

To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Learning Outcomes: Students will be able to appreciate that minerals and metals have to be mined from under the ground distinguish between metals and non-metals

- list the metals and non- metals locate on a map of India the states from where the metals and non-metals are mined
- explain what metals and non-metals are used for comprehend that metals and non-metals have to be conserved for the future differentiate between exhaustible and inexhaustible sources of energy and the need to conserve them

Lesson 4: The Life of Emperor Ashoka

Knowledge Objectives:

- * The students will be able to understand Ashoka’s rule and the extent of the Mauryan Empire.

Understanding Objective:

- * The students will be able to analyze the Kalinga War as a turning point in Ashoka’s life, leading to a shift from conquest to peace.

Application Objective:

- * The students will be able to connect Ashoka’s values of kindness, empathy, and non-violence to modern-day society.

Skill Objectives:

- * The students will be able to learn about Ashoka’s justice system, public welfare initiatives, and administrative reforms.

Previous Knowledge Testing:

- * The teacher will discuss and ask some questions related to Chandragupta Maurya as read by the students in Class 3.

Teaching Aids:

- * Wall map of India
- * Charts
- * Picture of Ashoka
- * National emblem
- * Sanchi Stupa
- * Ashoka Pillar

Pedagogical Strategies:

- * The teacher will read the chapter and students will repeat after her.
- * The teacher will explain the chapter bilingually.
- * The teacher will explain the life of Ashoka, his kingdom, the main places and cities of his kingdom, and his turning point in life after the Kalinga War.

Hands-on Activity:

- * The students will draw or trace the national emblem.
- * They will paste pictures of Sanchi Stupa and Ashoka Pillar.

Recapitulation:

- * Various objective-type questions in the form of fill-ups, true/false, and MCQs will be given to the students.

Assignment:

- * The students will mark the important cities of Ashoka’s empire on the political map of India.

Resources Including ICT:

- * Textbook
- * Workbook
- * Smart class videos
- * Charts
- * History Channel
- * Travel XP

Learning Outcomes:

- * The students will be able to explore Ashoka’s Dhamma, focusing on non-violence, compassion, and ethical leadership.
- * The students will be able to reflect on the values of kindness, empathy, and conflict resolution demonstrated by Ashoka.

Assessment:

- * Exercises in the textbook and workbook will be done.
- * Revision assignments, both subjective and objective type, will be given to the students.
- * Dictation test will be held from the chapter.
- * First Term Exams will be held from the chapter.

Lesson 5 : All About Maps

Knowledge Objective:

The students will be able to recall the names of continents and oceans by locating them on a map.

Understanding Objective:

The students will be able to identify different types of maps and their uses.

Application Objective:

The students will be able to compare different types of maps to understand their unique features.

Skill Objective:

The students will be able to use maps to plan routes, identify locations, and understand how maps help them with travel and navigation.

Previous Knowledge Testing:

The teacher will show a wall map and ask the students some questions related to it:

- * Which country do you see on the map?
- * What does the blue color stand for?
- * What does the brown color stand for?

Teaching Aids:

Wall map of the world and India, physical map, political map, compass, atlas, smart class modules.

Pedagogical Strategies:

The teacher will read the chapter and the students will repeat after her.

The teacher will explain the topic with the help of wall maps, physical maps, and political maps. The teacher will also use an atlas to show the different types of maps. A compass will be used to show the directions.

Hands -on Activity :

- * The students will draw and colour the different symbols used on a map.

Recapitulation

Various objective type questions in the form of fill -ups , true/false and MCQ s will be given to the students.

Assignment:

- The students will mark the oceans and continents on the world physical map.
- The students will also draw a compass and mark the directions

Resources Including ICT:

- * Textbook
- * Workbook
- * Smart class videos
- * wall maps
- * atlas
- * globe

Learning outcomes :

The students will mark will be able use map to find the location & will understand the meaning of GPS

Assessment:

- * Exercises in the textbook and workbook will be done.
- * Revision assignments, both subjective and objective type, will be given to the students.
- * Dictation test will be held from the chapter.
- * First Term Exams will be held from the chapter.

Lesson 6: All About Satellites

Knowledge Objectives:

- * The students will be able to recall different types of satellites and their functions.

Understanding Objectives:

- * The students will be able to describe how artificial satellites are used in daily life.

Application Objectives:

- * The students will be able to apply knowledge of artificial satellites to real-life scenarios.

Skill Objectives:

- * The students will be able to use new vocabulary related to satellites in sentences and discussions.

Previous Knowledge Testing:

The teacher will ask some questions related to the topic:

- * How many planets do we have in the solar system?
- * Which is the biggest and the smallest planet?
- * What is the name of our planet?
- * Which is the natural satellite of Earth?

Teaching Aids:

- * Smart class videos
- * Model of satellite
- * Model of solar system

Pedagogical Strategies:

- * The teacher will read the chapter and students will repeat after her.
- * The teacher will explain the chapter bilingually about different types of satellites like communication satellites and remote sensing satellites.
- * The teacher will explain about various scientists.

Hands-on Activity:

- * The students will make a model of a satellite using old cardboard.

Recapitulation:

- * Objective and subjective type questionnaires will be given to the students to solve after a thorough reading of the chapter.

Assignments:

- * The students will paste pictures of famous Indian scientists and astronauts.

Resources Including ICT:

- * Smart class videos
- * Discovery Channel
- * A poster of various scientists of India

Learning Outcomes:

- * The students will be able to explain the functions of different types of satellites.

Assessment:

Exercise in the textbook and workbook will be done. Revision assignment will be given. Questions/Answers in the workbook will be done. Dictation test will be held. Practice worksheet will be given.