

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.

Learning Outcomes:

CHAPTER 10 – AGRICULTURE AND INDUSTRIES

1. Knowledge Objectives:

Students will be able to understand the practice or science of growing crops and raising animals.

2. Understanding objective:

Understand the fact that crops grown in the farms provide food to people and raw materials to industries.

3. Application objective:

Learn about the types of crops and types of industries.

4. Skill objective:

Students will learn about cropping seasons and industries and their location.

Previous knowledge testing:

1. What is agriculture?
2. What is industry?
3. List small scale and large scale industries.

Teaching aids :

Chalk, duster, board, chart, videos, books

Pedagogical Strategies:

Map showing cash crops and food crops and industries map on smart class modules

https://youtu.be/C4pqCk__M0M

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students. The teacher will discuss the meaning of livestock and major cropping seasons. The teacher will show to the students different types of maps related to crops and industries. Question answers will be discussed in the class and in the notebooks by the students.

Hands on Activity:**Participation of students:**

Students will mark the location of major industries on an outline map of India.

Recapitulation/Assignment:

1. Make a list of vegetables and fruits sold in summer and winter.
2. Make a list of vegetables and fruits available throughout the year .
3. Industries benefit the economy of a country. Can you think the disadvantages of industries.

Learning outcomes:

1. Students will be able to classified into food and cash crops.
2. Students will be able to speak about the classification of industries based on raw materials.

Assessment:

Weekly test will be conducted from this chapter.

CHAPTER 11 – OUR HISTORY**1. Knowledge Objectives:**

Students will be able to understand the three periods of History.

2. Understanding objective:

Learn about the different kingdoms and their empires.

3. Application objective:

Learn about the vedic age.

4. Skill objective:

Students will understand the kingdoms that came up during the end of vedic age.

Previous knowledge testing:

1. Who was Ashoka?
2. Who was King Porus?
3. When India gained independence?

Teaching aids :

Chalk, duster, board, chart, videos, books

Pedagogical Strategies:

Procedure:

Reading and explanation method will be followed to explain the topic. Teacher will explain the Indian history. Students will come to know that Magadha was an important kingdom. They will also know India got independence in 1947. Ques/ Ans will be discussed and done in the note books.

Hands on Activity /Participation of students:

Students will find out information about the Mughals and the monuments that they built and will make a colourful chart.

Recapitulation/Assignment:

1. Which is the more powerful kingdom?
2. The vedas and upnishads composed during which Period?

Learning outcomes:

1. Students will be able to know what happened in the Indian subcontinent?
2. Students will be able to know about Mahatma Gandhi freedom struggle.

Assessment:

Weekly test will be conducted (Objective Type Questions, Fill ups True/False, One Word etc.)

CHAPTER -12 GREAT RULERS OF INDIA

1. Knowledge Objectives:

Students will be able to know the name of the great rulers of India and to state the major contribution of each ruler.

2. Understanding objective:

Students will be able to understand how each ruler influenced governance, culture and society.

3. Application objective:

Students will be able to learn and apply the values of tolerance, courage, and administration to real-life examples or modern scenarios and to locate the empires of these rulers on a map.

4. Skill objective:

Students will enhance historical thinking, map reading, and presentation skills. And to develop teamwork during group activities.

Previous knowledge testing:

Students will be asked

1. Have you heard of any famous kings or queens in Indian history?
2. What do you know about Ashoka or Shivaji?
3. Do you know what an empire is?

Teaching aids :

Chalk, duster, board, chart, map, videos, books

Pedagogical Strategies:

The teacher will explain about the great rulers of India. Teacher will explain the extent of Ashoka's empire on map. She will tell the highlight core values (peace from Ashoka , bravery from Shivaji, tolerance from Akbar)to integrate moral education with history.

Hands on Activity:

Students will be asked to use a large map to mark the regions ruled by each leader.

Recapitulation/Assignment:

Will be done. Oral revisions of the chapter will be done in the class.

Learning outcomes:

Students will be able to :

1. Name 5 great Indian rulers and their empires.
2. Describe their contributions and leadership styles.

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 – 13 MAJOR EXPLORERS

Learning Outcomes

1. Knowledge objective :

Students will be able to know the explorers ,identify the routes they took and lands they discovered, recognize instruments used by explores.

2. Understanding Objective :

Students will understand the motives behind exploration (trade, spices, expansion, adventure).

3. Application objective:

Student will locate the routes of these explorers on a map.

4. Skills objective:

Students will use maps reading skills, work collaborately in group activities.

Previous knowledge:

1. Have you heard of compass or world maps?
2. Do you know who found a sea route to India?

Teaching aids:

Chalk, duster, board, chart, world map and Globe, pictures of navigational instruments.

Pedagogical strategies:

The teacher will explain the names of famous explorers like Bartolomeu Dias, Vasco Di Gama, Christopher Columbus, Ferdinand Magellan. She will also tell about the instruments used by the explorers. Teacher will use story telling method for explorer journeys.

Hand on activity (Experiential learning):

Students will be encouraged to play 'EXPLORER'S ROUTE' game

- In groups ,students trace the route of an explorer on a blank map and mark key points.
- They present findings with one student as the "explorer" narrating the journey.

Arts integration :

Draw diagram of instruments like astrolabe, compass.

Interdisciplinary linkages and infusion of life skills :

Students will be able to understand the importance of navigation tools, mapping skills.

Recapitulation:

Oral revision of the chapter will done in the class

Resources including ICT (Information and communication technology)-

eBook's , worksheets, Internet

[Http://youtube/NvUXuD812gh](http://youtube/NvUXuD812gh)

<http://youtube/8B4TCBHvgCe> <http://youtube/Tb3THDxjCN>

Assessment items :

Exercise in the textbook, worksheet will be done.
Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.
Practices worksheet will be given.

Feedback and Remedial teaching:

Students (slow learners) will be asked to watch more.
They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination:

*Group discussion

*Watching videos

*Reading books

*Collaboration

CHAPTER – 14 OUR HERITAGE

Learning outcomes -

1. **Knowledge objective:** Students will be able to identify various elements of Indian heritage like monuments, art forms, food, dresses, and festivals.
2. **Understanding Objectives:** Students will understand the significance and origin of Indian cultural diversity.
3. **Application Objectives:** Students will be able to apply the knowledge by recognizing and explaining the importance of local or regional heritage elements.

4. Skills objective:

Students will be able to develop observation, presentation, and creative skills through project work and activities.

Teaching Aids :

- Flashcards and posters of monuments, dance forms, etc.
- Videos (ICT –based) on Indian festivals, dance , monuments
- Real/replica handicraft items, sample costumes, spices

Previous knowledge testing:

Students will be asked :

- Have you ever visited a monument or museum?
- What is your favorite festival and why?
- Can you name a traditional dance or song from your state?

Pedagogical strategies:

The teacher will explain about the Heritage by story telling e.g., story behind Taj Mahal or Diwali). She will explain through Role play in which student enacts a cultural figure like Kalidasa. She will also tell the students why is it important to preserve our heritage?

Hands on Activity:

Students will be asked to display and explanation of traditional dishes. or Students will display or wear traditional

attire of different states.

Arts Integration:

Drawing or painting a festival scene or monument.

Recapitulation:

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

Resources including ICT (Information and communication technology):

Smart board ,online museum tours, NCERT e-resources or Diksha portal content

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.

Feedback and Remedial teaching:

Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination:

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts

CHAPTER -15 RIGHTS AND DUTIES

1. Knowledge Objectives:

Students will identify the six Fundamental Rights in the Indian Constitution.

2. Understanding objective:

Students will explain the significance of Rights and Duties in a democratic nation. Learners will differentiate between Fundamental Rights and Directive Principles.

3. Application objective:

Students will evaluate government policies in light of Directive Principles.

4. Skill objective:

Students will analyzing case studies of rights violations.

Previous knowledge testing:

1. What is the constitution of India?
2. Have you heard about the term rights or duties ?
3. Do you know why citizens have responsibilities?

Teaching aids :

Chalk, duster, board, chart, map, videos, books

Pedagogical Strategies:

Reading of the chapter will be done by the students. The teacher will explain the chapter by showing chart of Fundamental Rights and Duties. Presentations will be shown by teachers on smart class. Teacher will explain the guidelines that are important for governing the country.

Hands on Activity:

Students will draw a wall –one side shows Rights, other side Duties. Students will paste examples/images (newspaper cuttings or drawings) illustrating each.

Recapitulation/Assignment:

1. Can we claim rights without fulfilling duties?
2. Students will find a recent news article related to Fundamental Rights.

Resource Including ICT:

E books, workbooks

https://www.youtube.com/watch?v=A_LOsCaRzNA&feature=youtu.be

Learning outcomes:

Students will be able to:

- Name and explain the 6 Fundamental Rights and 11 Fundamental Duties.
- Distinguish between Rights, Duties, and Directive Principles.
- Recognise the Importance of being a responsible citizen.

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 -16 LOCAL SELF-GOVERNMENT

1. Knowledge Objectives:

Students will identify the three branches and three levels of Indian government.

2. Understanding objective:

Students will understand how powers are divided between different levels and branches.

3. Application objective:

Students will analyze how different government levels work together during services like education.

4. Skill objective:

Students will improve critical thinking by comparing governance levels.

Previous knowledge testing:

1. What do you know about the Indian government?
2. Do you know who your local councilor or Sarpanch is?
3. Have you seen a government office in your area?

Teaching aids :

Smart class, Indian political map, flow charts (branches and levels of government).

Pedagogical Strategies:

Reading of the chapter will be done in the class by test students through the personal experiences and smart class modules teacher will explain the three branches and levels using diagrams and visuals.

Hands on Activity:

Students will make “My Local Government” Flipbook include symbols and pictures.

Recapitulation:

1. What are the three branches of government?
2. What is the role of the Sarpanch or Mayor?
3. Name the three levels of government and one function of each.

Assignments

Students will make a chart comparing Central vs State vs Local governments.

Resource Including ICT:

- Government of India official portal: www.india.gov.in
- Videos from Diksha platform
- Slideshows with infographics

Learning outcomes:

Students will be able to:

- Name and explain the three branches and three levels of government.
- Describe the functions of Local self government.
- Understand the relationship between citizens and government at all levels.

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 -17 WASTE MANAGEMENT

Learning outcomes:

1. Knowledge objective:

Students will identify different types of waste. Recognize government programs like Swachh Bharat and waste segregation rules.

2. Understanding objective:

Students will understand the difference between biodegradable and non- biodegradable waste.

3. Application objectives:

Students will apply knowledge to segregate waste at home/school. Practice of 3Rs (Reduce, Reuse, Recycle) in daily life.

4. Skills objective:

Students will improve communication by presenting solutions for managing waste.

Previous knowledge testing:

Students will be asked :

1. Where do you throw your household waste?
2. “Have you seen different coloured bins?”
3. “Do you know what recycling means?”

Teaching aids:

- Dustbin models(color coded)
- Flashcards(types of waste)
- Samples(cleaned): plastic, paper, banana peel , battery

Pedagogical strategies:

The teacher will explain the types of waste. She also explain what to do if waste overflows. what others can do to reduce waste?

Hand on Activity:

Students will do “Trash Segregation Station”

Students sort classroom waste into biodegradable/ non-biogradable bins.

Arts Integration:

- Poster making: “Reduce , Reuse, Recycle”
- Create art from waste (e.g., bottle planters, paper baskets)

- **Interdisciplinary linkages and infusion of life skills:**

Students will learn about Decomposition, recycling, civic duties and government rules.

Recapitulation:

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

Resources including ICT (Information and communication technology):

- Government portal: www.india.gov.in
- Videos from Diksha app or Swachh Bharat Mission
- QR codes for waste management games/videos

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:

- Define and classify waste types.
- Explain how improper waste disposal affects the environment.
- Describe the journey of waste post disposal affects the environment.
- Suggests methods of reduce, reuse, and recycle.

Inclusive Practice and full participation without discrimination:

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts