

Lesson Plan

Session 2023-2024

EVS II Class-5

April 2023

No of teaching days -20

Topic- L-1 (Maps & globes) 1-2 Latitudes Longitudes

No of days required to complete the topic- 9 Days

Lesson1 (Maps and globes)

Learning Outcomes -

1. Knowledge objectives- Students will be able to identify and describe the difference between
 - maps and globes.
2. Understanding Objective - Students will understand

the important of maps and globes as tools understanding the concepts easily.

3.Application Objective - Students will be able to use maps and globes to use maps and globes to locate and identify different continents, countries and oceans.

4. Skill Objectives -Students will develop the skill of interpreting and reading maps and globes accurately.

Previous Knowledge Testing –The teacher will begin the lesson by asking students some questions to assess their prior knowledge.

1.Have you ever seen a map or a globe?

2 What do you know about maps and globes?

3. How do we use maps to find directions?

14 What are cardinal directions?

*Teaching Aids - *Maps

* Globes

* A world atlas

* Worksheets

*Videos

* Power point presentations

*Pedagogical strategies – Teacher will begin the lesson by asking students if they know what a map or globe and what it is used for.

Teacher will explain the concept of map and

globe and its uses. Teacher will discuss

with how maps and globes can be used for different purposes such as finding direction, planning trips, or understanding the different places. Different types of maps will be explained and the concept of maps and scales is also discussed to represent distance on a map. Common map symbols and what they represent will be drawn by the students. Lesson will be read by the students and difficult words will be underlined.

* Hands on Activity - (Experiential Learning)

Teacher will give students a blank map of the world and ask them to label the continents and oceans on it

Then, give them a globe and ask them to locate the same continents and oceans on it.

*Arts Integration – Students will create their own maps on globes using arts materials such as paints, markers or coloured pencils.

Students will draw a map route from their home to school by using different signs and symbols.

Different signs and symbols will be made by the students in their notebooks using art materials.

This will allow them to express their creativity while reinforcing their understanding.

*Interdisciplinary linkages and infusion of life skills -

The lesson can be linked to history as the concept of latitude and longitude was developed by ancient Greek astronomers. The lesson can also be linked to Mathematics as it involves the use of coordinates and angles.

The lesson can help students develop skills such as critical thinking, problem solving and spatial awareness

Links -

<https://youtube/74MK6T×trLK>.

* Recapitulation – Recapitulate the main concepts covered in the class and ask students to summarize what they have learned.

* Resources including ICJ – Provide students with access to online resources, such as interactive maps and online atlases, to reinforce their understanding.

* Assessment items – Give students a quiz to assess their understanding of maps and globes. Ask them to identify different continents and oceans on a map or globe.

* Feedback and Remedial Teaching – The teacher will provide feedback on students' performance and offer remedial teaching for students who need extra support.

Inclusive Practices and full participation- The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

No of teaching days – 20

Topic – Latitudes and Longitudes

No of days required to complete the topic –8

Lesson 2 (Latitudes and Longitudes)

* Learning outcomes

Knowledge objective – Students will be able define and differentiate between latitudes and longitudes. They will be able to identify the various latitudes and longitudes that are important.

*Understanding Objective – Students will be able to explain the concept of latitudes and longitudes and how they help in finding a location on the globe.

*Application Objective – Students will be able to apply their knowledge of latitudes and longitudes to locate different places on a world map.

*Skills Objective -Students will develop the skills of using latitudes and longitudes to navigate and find locations on maps.

* Previous knowledge testing - The teacher will begin the lesson by asking students some question to assess their prior knowledge.

1. What is a map?

2. How do we use maps to find direction?

3. What are the cardinal direction?

4 What is the difference between a map and globe?

* Teaching Aids -

* World Map

*Globe

* Chart showing parallels and meridians

*Chalkboard and chalk.

*Worksheets

Pedagogical Strategies – The teacher can start the lesson by showing a world map and asking students if they know how to locate places on it. This can be followed by a discussion on the need for systems to locate places accurately. The teacher can explain the concepts of latitude and longitude and how they help us in locating places on a map. The teacher can demonstrate how to locate places using latitudes and longitudes on world map and a globe. The teacher can have a discussion with students on the importance of latitudes and longitudes and they help us in our daily lives.

*Hands on Activity - (Experiential learning)

The teacher can divide the students into groups and give each other group a world map. The students can be asked to locate different countries and cities using latitudes and longitudes.

Arts Integration – The teacher can ask students to create a collage or a poster on the theme “Journey around the world using latitudes and longitudes “

Students will make a diagram of important latitudes with degree using art materials.

*Interdisciplinary linkage and infusion of life skills -

Link – <http://youtube/CWUuVdF8ohY>

The lesson can be linked to history, as the concept of latitude and longitude was developed by ancient Greek astronomers. The lesson can also be linked to Mathematics as it involves the use of coordinates and angles. The lesson can help students develop skills such as critical thinking, problem solving and spatial awareness.

*Recapitulation-

The teacher can summarize the key points of the lesson and ask students to repeat them.

*Resources including ICJ -

The teacher can use videos and interactive maps to enhance the learning experience of students.

*Assessment items - The teacher can assess the understanding of student's through written tests, quizzes and worksheets.

*Feedback and remedial teaching -The teacher can give feedback to students on their performance and provide remedial teaching to those who need it.

*Inclusive Practices and full Participation-

The lesson can be made inclusive by using visual aids and providing opportunities for all students in the activities. The teacher can also modify the activities based on the learning needs of students with special needs.

May 2023

No of teaching days- 25

Topic – L3 (The climatic zones of the earth)

L4 (Life in the different climatic zones)

No of days required to complete the topic –11

Lesson 3 – The Climatic Zones of the Earth

Learning Outcomes -

Knowledge Objective – By the end of this lesson, students will be able to identify and describe the different climatic zones of the Earth including their characteristics and examples of regions within each zone.

*Understanding Objective- Students will develop an understanding of the factors that contribute to the formation of different climate zones and their impact on the environment and human life.

*Application Objective – Students will be able to apply their knowledge of climatic zones to analyse and explain the variations in climate across different regions of the world.

*Skills Objective – Students will develop critical thinking and observational skills through hands on activities and experiential learning.

*Previous Knowledge testing -The teacher can ask the students to describe weather patterns they have observed in their local area or ask them to identify different types of climates they have learned about in previous lessons.

*Teaching aids – Globes, world maps, pictures of different climate zone, videos, interactive websites, charts and diagrams.

*Pedagogical strategies – The teacher will provide a lecture on the different climatic zones of the Earth. Using images and graphic organizers of different climatic zones to aid in the understanding the different zones. Students will identify the factors that influence the Earth's climate. Students will make a diagram of

different climatic zones on a poster and discuss the impact of climate change on the Earth's climate zones as a group. The lesson will be read by the students and different words will be underlined.

* Hands on Activity - (Experimental Learning) - The teacher can conduct a stimulation activity where a students can experience different climatic conditions in different parts of the world usings props such heaters, fans, water sprays and different clothing materials. They can also conduct a field trip to a nearby park or botanical garden to observe the plants and animals adapted to different climatic conditions.

*Arts Integration –Students can create posters on collages depicting different climatic zones and the flora and fauna associated with each zone. They can also write poems or stories inspired by the different climatic conditions.

*Interdisciplinary Linkages and infusion of life skills-
Link : <http://youtube/5tC800x0FER>.

The lesson can be linked with other subjects such as science, math and language arts. Students can learn about scientific concepts behind climatic zones, use math to intercept climate data and develop communication skills through groups discussion and

presentation. Life skills such as observation, critical thinking and collaboration can also be infused throughout the lesson.

*Recapitulation – The teacher can summarize the key concepts covered in the lesson and ask students to recall the different zones and their characteristics.

*Resources including ICT – Videos, interactive websites and other ICT resources can be used to enhance the learning experience.

*Assessment items- The teacher can use a variety of assessment items such as quizzes, and projects and worksheets to evaluate students' understanding of different climatic zones.

*Feedback and Remedial teaching- The teacher can provide feedback on students' performance and offer remedial teaching to those who need additional support.

*Inclusive Practices and Full Participation – The lesson should be designed to accommodate the learning needs of all students, including those with disabilities and those from diverse cultural backgrounds. The teacher should ensure that all students have equal opportunities to participate in the learning activities and express their ideas.

No of teaching days – 25

Topic - Life in the different climatic zones

No of days required to complete the topic – 12

Lesson 4 – Life in the different climate zones

***Learning Outcomes-**

Knowledge objective – Students will be able to identify and describe the different climatic zones of the Earth and how they affect lives of people.

Understanding Objective – Students will be able to identify and the of clothing, food and shelter that are needed in different climatic zones.

Application Objective- Students will develop critical thinking and observational skills through experiential learning and develop strategies for adapting to changing climate.

Previous Knowledge Testing -

The teacher will ask students to share their prior knowledge of different climate zones

*What is climate?

*What is the impact of climate on the environment?

*What is the impact of climate on to People lifestyle?

Learning Aids - * Interactive blackboard / whiteboard

- * Power Point presentation
- * Pictures and diagrams depicting different climatic zones
- * Videos and Animations related to climate and environment:
- * Handouts and Worksheets

Pedagogical strategies - The teacher can use a combination of lecture, discussions and group activities to engage students to ask question and the their own experiences of living in different climates. Students will read a lesson and discuss their misconceptions and doubts with the teacher. Reading will be done by the students and different worlds will be marked.

Hands on Activity (Experiential Learning)-

- * Teacher will divide the students in a group and assign them different climatic zones to research.
- * The teacher can have students conduct experiments to observe the of effects temperature and humidity on plant growth.

Arts Integration – To integrate art into the lesson, the teacher can have students create visual representation of different climatic zones such as drawings.

*Interdisciplinary linkages and infusion of Life skills – The lesson can be linked to other subjects such as science, geography and social studies, to provide a more holistic understanding of the impact of climate on human population. Students can also develop life skills, such as problem solving and communication skills, as they work in groups.

Recapitulation – At the end of the lesson the teacher can review key concepts and ask students to summarize what they have learned. The teacher can also provide a review sheet or study guide to help students prepare for assessments.

*Resources including ICT- The teacher can use variety of resources such as textbooks, websites and interactive software to provide students with additional information and reinforce their understanding of key concepts.

*Assessment items – To assess students written and oral tests will be taken. The teacher can use variety of assessment items such as MCQ, short answer and long answer etc. The students can also create presentation

that demonstrate their understanding of how people adapt to different climatic zones.

*Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

The teacher can also provide opportunities to students to review and revise their work to improve their understanding of the topic.

*Inclusive practices and Full participation – The teacher can create an inclusive learning environment by incorporating diverse perspectives and cultural experiences into the lessons.

July 2023

No of teaching days – 18

Topic- L5 (European expedition to India)

L6 (The Revolt of 1857)

No of days required to complete the topic – 6

Lesson 5 – European expedition to India

*Learning Outcomes -

1 Knowledge Objectives – Students will be able to define the European expeditions, reason behind European expedition to India, recognize the names and

countries of European explores who first come to India and know about the significant event that took place during early expedition.

2 Understanding Outcomes – Students will able to explain the impact of European expeditions on India and understand the cultural differences between Europeans and Indians.

3 Application Objectives – Students will be able to apply the critical thinking skills to compare the different expedition and their impact on India.

4 Skill Objective – Students will able to develop research skills to collect information about European expedition.

*Previous knowledge testing – Teacher will ask students if they are familiar with any European explorers who came to India. Ask them to share their prior knowledge about the impact of European expedition on India.

*Teaching Aids -Textbooks images of explores and their ships, maps, videos ICT resources, PPTS and interactive whiteboards or educational apps.

*Pedagogical strategies - The teacher will use lecture-based teaching to deliver a comprehensive introduction to the chapter and provide context to the

students. Teacher will encourage students to explore the topic and to build their research and analytical skills. Group discussion method will be used to build their communication skills. Teacher will involve students working together on a task or a project. Visual aids will be used to understand the complex concepts. Interactive learning activities like quizzes and games can make lesson more exciting and memorable for students.

Teacher can use role method to help students gain deeper understanding. Lesson will be read by students and difficult words will be marked.

*Hand on activities (Experiential learning)-Divide students into groups and assign each group a different explorer who arrived in India. Have them research and prepare a short presentation on their assigned explore including the Explore's background reason for coming to India and significance events during their expedition.

*Arts integrations – Students will create a visual representation of impact of Europeans expedition on India. This can be in a form of drawing, painting and collage.

*Interdisciplinary linkages and infusion of life skills

*Social Science- Historical context, cultural differences and global perspectives.

*Language –Reading, writing and oral communication skills.

*Mathematics – Analysing data and statistics related to expedition.

*Life skills – Critical thinking, research skills and teamwork.

*Recapitulation -

Review the main point covered in the lesson, emphasizing the impact of European expedition on India and the significance of understanding the cultural differences.

Resources including ICT -

*Textbooks and reference material

* Online articles and websites

* Educational apps

*Videos

* Audio recordings

*Assessment item – The teacher will assess the students use oral or written tests, group presentation, class participation and discussion.

*Feedback and remedial teaching- Provide feedback to students on their performance and address any

misconception or area where they may need additional support offer remedial teaching to help struggling students catch up with the rest of the class.

***Inclusive practices and Full participation**- Encourage full participation of all the students in the lesson, regardless of their backgrounds and abilities. Use inclusive language and activities that cater to different learning styles. Make necessary adaption to accommodate students with special needs.

No of teaching days – 18

Topic – L6 The Revolt of 1857

No of days required to complete the lesson – 10

***Learning outcomes -**

Knowledge objectives – Students will able to describe events and causes of revolt of 1857.

Understand objectives – Students will able to understand the impact of the revolt on India struggle for independences

Application objective – Students will able to able to analyse the reason for the failure of revolt and its impact on Indian society and economy.

Skill objective – Students will be able to develop critical thinking skills and history analysis skills

Previous knowledge – The teacher can ask student about the previous knowledge they have on Indian history especially the British colonization. This can be done through a quick quiz or oral discussion.

Teaching Aids - *Whiteboard and markers

*Maps and charts

*Video resources

*Workshops and handouts

Pedagogical strategies- The teacher will use combination of lectures, discussion and group activities to engage students in the learning process. By dividing the students into small groups. The teacher will assign each group a different aspect of revolt to discuss.

Hand on Activity (Experiential Learning)- Students can be divided into groups and ask to create a short play or skit depicting the events of revolt. This can help to understand the sequence of events.

Arts Integration – Students will be ask to create a timeline related to the topic. This will help them to express their creativity and reinforce their understanding of the topic.

Interdisciplinary linkages and infusion of life skills-

Link – [http ://you tube/2baFILIVVIE](http://you tube/2baFILIVVIE)

Link with language – Students can be asked to write short essays or stories based on the topic. This is also linked with mathematics and life skills as students can analyse the economic impact of revolt and its effect which can increase their critical thinking, empathy etc

Recapitulation – The teacher can summarize the points discussed in class and ask students to recall the key events and personalities related to revolt.

Resources related to ICT- The teacher can use videos and online resources to supplement the class discussion and provide additional information for students to explore.

Assessment items - *Quizzes, worksheets, oral presentation

*Essays

*Role plays

*Oral and written revisions

*Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

Inclusive Practices and full participation- The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

August2023

No of teaching days – 24

Topic – Reforms after 1857 and Partition of Bengal

No of days required to complete topic – 22

LESSON - Reforms after 1857 and Partition of Bengal

Learning outcomes -

***Knowledge objectives** – Students will be able to understand the meaning and significance of reforms after 1857 and the Partition of Bengal.

Students will be able to identify the main cause and consequences of the reforms and partition

***Understanding objectives** – Students will be able to explain the historical context of the reforms and partition

Students will be able to relate the reforms and partition to the larger social , economic and political changes in India during the colonial period.

Application objectives – Students will be able analyse the impact of reforms and partition on Indian society and politics. Students will be able to compare different viewpoints on reforms and partition

Skills objectives – Students will be able to critically evaluate the primary and secondary resources related to reforms and partition.

Students will be able to construct evidence-based arguments on the significance of the reforms and partitions.

Previous knowledge testing – Ask students to recall the main events and personalities of Indian war of independence of 1857

Teaching Aids - *Whiteboard and markers

*Maps and charts

*Video resources

*Workshops and handouts

Pedagogical strategies – The teacher will provide the brief historical context of reforms and the partition and encourage students to ask questions and participate in the discussion.

Students will work in groups to analyse the primary and secondary sources related to the reform and partition. Students will debate the different viewpoints on reforms and partitions. Students will do reading of the lesson and will also role play. Difficult words will be underlined by the students.

Hand on Activity (Experiential Learning)-

Students will visit a local museum, historical site related to reform and partition and write a reflection on their experiences.

*Art Integration – Students will draw a timeline related to reforms and partition and illustrate the main events and personalities involved.

Interdisciplinary linkages and infusion of life skills-

Link – [http ://you tube/2baFILIVVIE](http://you tube/2baFILIVVIE)

Link with language – Students can be ask to write short essays or stories based on the topic. This is also linked with mathematics and life skills as students can analyse the economic impact of revolt and its effect which can increase their critical thinking, empathy etc

Recapitulation – The teacher can summarize the points discuss in class and ask students to reflect on their learning .

Resources related to ICT- The teacher can use videos and online resources to supplement the class discussion and provide additional information for students to explore.

Assessment items -

*Group presentation on the analyses of primary and secondary sources .

* Debates on different viewpoints on reforms and partition

*Written reflection on field trip experience

*Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

Inclusive Practices and full participation- The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

Revision and Half Yearly Exams in September

October 2023

No of teaching days –22

Topic – L8 (Winning Freedom)

L9(The Partition of India)

No of days required to complete the topic – 10

Lesson 8 - Winning Freedom

***Learning outcomes -**

Knowledge objective – Students will be able to describe the key events and personalities involved in India's struggle for freedom.

Understanding objectives – Students will understand the causes and consequences of India's freedom struggle.

Application objectives - Students will be able to analyse the impact of India's freedom struggle on the country's political, economic and social life.

Skill Objective – Students will be able to evaluate the relevance and significance of India's freedom struggle in contemporary times

Previous knowledge testing – Teacher will start a lesson by asking students to share their understanding

on what freedoms means to them. Then ask students to recall the names of a few prominent Indian freedom fighters

*Teaching Aids – Chart paper, markers, PPT'S, slides, videos and images.

*Pedagogical strategies- Teacher will deliver a lecture on the topic of India's freedom struggle, highlighting the key events, personalities and movements that led to country's independence. The teacher will encourage the students to share their opinions and ask question and debate the significance of the freedom struggle.

*Ask the student to research the topic and present their finding in the class.

*Few short documentaries or short films on India's freedom struggle to help students visualise the event

*Encourage the students to brainstorm ideas on how they contribute to making India a better place inspired by the lesson of India's freedom struggle.

Hands on Activity (Experiential learning)- Design hand on hand on activities that allow students to experience and connect with history

For example – Ask them to create a poster, skits or speech on the theme of freedom

*Arts Integration –Ask students to create poster depicting the different stages of Indian freedom struggle

*Interdisciplinary linkages and infusion of life skills

Link – [http ://you tube/7KF7u2GhdvU](http://you tube/7KF7u2GhdvU)

Encourage students to connect the lesson from India’s freedom struggle to their everyday lives. Ask them to reflect the role of perseverance, courage and resilience in achieving personal goals

*Recapitulation- Review the key events and personalities of India freedom struggle using a mind map or timeline

*Resources including ICT- The teacher can use variety of resources such as textbooks, websites and interactive software to provide students with additional information and reinforce their understanding of key concepts.

*Assessment items – To asses students written and oral tests will be taken. The teacher can use variety of assessment items such as MCQ, short answer and long answer etc.

*Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer

remedial teaching for students who need additional support.

Inclusive Practices and full participation- The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

No of teaching days – 22

Topic – L9

No of days required to complete the topic – 10

Lesson 9 – The Partition of India

***Learning Outcomes -**

***Knowledge objective** – Students will be able to describe the event leading to partition of India in 1947 including the key figures like Mahatma Gandhi and Mohammad Ali Jinnah

Understanding Objective – Students will be able to analyse the impact of partition on the people of India and Pakistan, including the displacement of millions of people and the outbreak of Communal violence.

Application Objective – Students will be able to evaluate the consequence of partition on the present-day relationship between India and Pakistan

Skills objective – Students will be able to use critical thinking skills to examine the different perspectives and motivation of the leaders involved in partition

Previous knowledge – Before starting the lesson the teacher will ask students to recall any prior knowledge they have about the partition of India and to share their thoughts and opinions on the topic

Teaching Aids – The teacher will use a combination of multimedia resources such as maps, images, videos and online articles to provide a comprehensive overview of the partition of India

Pedagogical strategies – The teacher will use a combination of lecture style; group discussion will be taken so that students understand the concepts easily. The teacher will ask them to discuss specific aspects of partition such as impacts on women and children, reason behind the partition etc. This encourages critical thinking and provides an opportunity for students to share their perspectives and opinions. Students will be able to develop their research skills by asking questions related to the partition of India .

*Inquiry based learning - The teacher an encourage students to conduct their research on specific aspects of partition, such as impact on economy or the reason behind the division of Bengal.

Hands on Activity (Experiential learning)- Students will participate in simulation activity where they act as member of a family living in village at the border of India and Pakistan during the times of partition. They will have to make decision whether to stay in village or migrate to different place, based on prevailing circumstances and safety of their family members

Arts Integration – Students will be encourage to make a visual art such as poster or collages depicting the impact of partition on people of India and Pakistan.

Interdisciplinary linkages and infusion of life skills-

The lesson will provide an opportunity to integrate language skills by encouraging students to read and analyses the text related to partition. Students will develop empathy, communication and decision-making skills through the simulation activity

Recapitulation – At the end of the lesson the teacher will ask the students to summarize their understanding of the partition of India and it impact on people of India and Pakistan

Resources including ICT – The teacher will use the combination of online and offline resources such as textbooks, maps, videos and articles to provide comprehensive overview of partition on India

Assessment items – Students will be able assessed through a combination of formative and summative assessment such as group discussion, written assignment and oral presentations

Feedback and remedial teaching – The teacher will provide timely feedback and support to students who need additional help or clarification on the topic

Inclusive practises and full participation – The lesson will be design to promote inclusivity and full participation of the students, regardless of their background, culture or ability level. The teacher will encourage students to share their perspectives and opinions on the topic in a respectful and inclusive manner

November 2023

No of teaching days – 21

Topic – L 10 (Your right, My right; Human right)

No of days required to complete the topic – 19

L10 (Your right, My right; Human right)

*Learning outcomes

Knowledge objectives – Students will be able to define human rights and identify some of the basic human rights

Understanding objective – Students will be able to explain why human rights are important and how they affect individual and society

Application objective – Students will be able to apply their understanding of human rights to real life situations and analyse how they are violated or upheld

Skills objective – Students will be able to develop critical thinking and communication skills by participating in debates and group discussions

Prior knowledge testing – Begin this lesson by asking the students to define what they think about human rights, list some examples

Teaching aids – *Whiteboard and markers

*Maps and charts

*Video resources

*Workshops and handouts

Pedagogical strategies – Teacher will read the lesson and encourage students to ask questions about human

rights and help them to discover answer. It will be correlated with real life situation to help the students how the human rights are violated. Teacher will provide different opportunities for students to reflect on their learning and how it applies to their own lives and experiences. Encourage them to think about how they can promote human right in their own communities. Students will read the lesson and difficult words will be underlined

Hands on activity (Experiential learning) - Divide students into different groups and give each group a case study of human right violation. Have them analyse the situation and come up with the solutions to address the violations. Encourage them to think critically and creatively

Arts Integration – Students will make collages or poster that depict human rights and their importance

Interdisciplinary linkages and infusion of life skills -

Links – <http://youtu.be/mTloavOmaYE>

The lesson will link to other subjects like language, arts and history. Infuse life skills such as empathy, teamwork and problem solving

Recapitulation – At the end of the lesson summarize the key concepts and ask the students to share their reflection on what they learned

Assessment items – Asses the students learning through quiz, group presentation or a written assignment

Feedback and Remedial learning – Provide feedback on student performance and offer remedial teaching to those who need additional support

Inclusive practises and full participations – Ensure all the students are included and participate actively in the lesson . Use the diverse teaching strategies that cater to different learning styles and abilities . Encourage respect and tolerance for diversity

December 2023

No of teaching days – 19

Topic – The rights of children

No of days required to complete the topic – 17

Lesson 11 – The Rights of Children

Learning outcomes

Knowledge objectives – Students will be able to explain why the children rights are important and how they affect children 's lives and well being

Application objectives – Students will be able to apply their understanding of children rights to real life situation and analyse how they are violated

Skills objective – Students will be able to develop critical thinking and communication skills by participating in group discussion and debates

Previous knowledge testing – Teacher will begin the lesson by asking students to define what they think about children 's rights and list some examples

Teaching aids - *Whiteboard

*Markers

*Handouts

*Videos

*Interactive online resources

Pedagogical strategies – The teacher will use lecture-based method to deliver the lecture on importance of children's rights and how they are violated. Encourage students to share their opinions on children 's right

Interactive activities such as games, puzzles or quizzes to engage students and make the learning experience fun. Encourage students to analyse and evaluate different perspectives related to children's right and help them to develop critical thinking skills. Teacher

will guide students how they can promote children 's right in their own community

Hand on Activity (Experiential learning)- Divide a student into different groups and give each group a case study of scenario where children 's rights are violated. Have them analyse the situation and come up with solution on violations.

Arts Integration – Students will make collages or poster that depict children 's rights and their importance

Interdisciplinary linkages and infusion of life skills -

Links – <http://youtu.be/mTloavOmaYE>

The lesson will link to other subjects like language, arts and history. Infuse life skills such as empathy, teamwork and problem solving

Recapitulation – At the end of the lesson summarize the key concepts and ask the students to share their reflection on what they learned

Assessment items – Asses the students learning through quiz, group presentation or a written assignment

Feedback and Remedial learning – Provide feedback on student performance and offer remedial teaching to those who need additional support

Inclusive practises and full participations – Ensure all the students are included and participate actively in the lesson. Use the diverse teaching strategies that cater to different learning styles and abilities. Encourage respect and tolerance for diversity

January 2023

No of teaching days –19

Topic – Our Government

No of days required to complete the topic – 17

Lesson 12 – Our Government

Learning outcomes

Knowledge objectives – By the end of the lesson students will able to recall and describe the function of different levels of government in India

Understanding Objective – Students will able to understand the importance of government in maintaining law and order, providing essential service to the citizens

Application objectives – Student will be able to analyse the role of government in their daily lives

Skills outcomes - Students will develop critical thinking by evaluating effectiveness of government policies and decision making

Previous knowledge testing – Teacher will ask the students about the government and heads of the village, towns and city

Teacher will ask the students to brainstorm different levels of government in India and their function

Teaching aids - *Whiteboard

*Markers

*Handouts

*Videos

*Interactive online resources

Pedagogical strategies – Teacher will explain the structure and function of different level of government in India. Short videos clips will be shown to students to understand the complex concepts, such as separation of powers. The teacher will describe the chapter practically. He/she will divide the class into different groups and assign each group a different level of government to research and present their findings.

Teacher will engage students in discussion to clarify their doubts and misconception. Students will read the chapter and ask their queries and difficult words will be marked

Hand on Activity (Experiential learning)-Students will participate in experiential learning in which they will simulate a mock election. Students will form a political party, nominate a candidate and hold a campaign. The teacher will facilitate the process and assign different roles to students as voters

Interdisciplinary linkage and infusion of life skills -

Link – <http://youtube/J4ON2K4Ks5g>

The lesson will be infused with life skills such as critical thinking, communication skills and teamwork.

The lesson will draw connection to other subjects such as history, civics, English, maths and life skills

Recapitulation – At the end of the lesson the teacher will summarize key concepts and reinforce learning objectives

Resources including ICT- The teacher will use different resources such as textbooks, websites, interactive software, short videos and online resources to supplement teaching materials. Teacher will provide

additional information and reinforce their understanding of key concepts

Assessment items – To assess students oral tests will be taken. Teacher will include group presentation participation in the mock election and written reflection of importance of government in daily lives

Feedback and Remedial teaching –Teacher will provide timely feedback to students and offer remedial teaching to students who need support to improve their understanding of the topic

Inclusive practises and Full participation – The teacher will ensure all the students have equal opportunities to participate and will provide accommodation to students with special needs. The lesson will be designed to be inclusive of diverse backgrounds, cultural and learning styles

February 2023

No of teaching days – 23

Topic – Industries of India

No of days required to complete the topic – 20

Lesson – 13 Industries of India

Learning outcomes

Knowledge objective – By the end of the lesson students will be able to describe and recall the different types of industries in India and their contribution to economy

Understanding objectives - Students will be able to understand the impact of industrialization on society and environment

Application Objectives –Students will develop and analyse the factors that influence the location and growth of industries in India

Skills objective – Students will be able to analyse and develop research skill by investigating the challenges and opportunities faced by Indian history

Previous knowledge testing- To gauge prior knowledge, the teacher will ask students to brainstorm different types of industries in India and their products

Teaching aids - *Whiteboard

*Markers

*Handouts

*Videos

*Interactive online resources

Pedagogical strategies- The teacher will explain the different types of industries and their contribution to

Indian economy. The teacher will also engage students in impact of industrialization on society and environment. The teacher will divide the students into different groups and assign each group to research an industry and represent their findings. The groups will also analyse the factor that influence the location and growth of their assigned industry. The teacher will provide case study of specific industries and their challenges and opportunities. Students will analyse the case study and present their solution to the class.

Hand on Activity (Experiential learning)

Students will participate in experiential activity in which they create a mini factory. Students will work in group to design, build and operate a small production line using simple material.

Arts Integration- Students will create poster charts to illustrate different types of industries in India and their products

Interdisciplinary linkages and infusion of life skills

Link- <http://youtube/C6v98VDHxw>

The lesson will be infused with life skills

Such as critical thinking, communication skills and teamwork. The lesson will also show connection to

other subjects such mathematics and science. Ask students to improve critical thinking and teamwork

Resources including ICT- The teacher will use short video clips and online resources to supplement teaching material. Interactive websites and ICT resources can be used to enhance the learning experiences

Assessment items – The teacher can use variety of assessment items such as quizzes, worksheets and project to evaluate students understanding of different industries in India and their products.

Assessment items will include group presentation, participation in mini factory activity and opportunities of a specific industries

Feedback and remedial teaching -

The teacher will provide timely feedback to students and offer remedial teaching to students who need extra support to improve their understanding of the topic.

Inclusive practises and Full Participation – The teacher will ensure that all the students have equal opportunity to participate and will provide accommodation to the students with special needs. The lesson will be

designed to be inclusive of diverse background, cultural and learning styles.

*** *March* ***

Revision and Final Exams

