

CURRICULUM PLANNING

(Pallavur/ Tattamangalam/ Kollengode)

Class.....**VI**...Subject.....**History** Resource material/text.....**Radiant Bharat** No. of units/Chapter....**11**

Year....**2023-2024**

Month/No of working days/No of periods per subject	Unit/Chapters/sub Theme	Key concepts	Activities/Practicals/Technology integration/Art integration/Experiential learning	Learning outcomes	CVP Integration	No. of periods for each chapter
June 23/13	1. WHEN, WHERE, WHO & HOW ? TEACHING AID Physical Map of India Picture Chart Digitally Subject Integration- Geography (VI) Major Landforms of the Earth	What is history? Role of dates in History. Sources- Archaeological and Literary sources Manuscripts and inscriptions	Group Activity : Collect some pictures of monuments of India Individual activity . Collect details about your family history. Prepare a family tree with the names of your ancestors from mother's and father's side. Note down their professions too. How far can you trace	Learn about past through different sources- archeological innovations and literary sources. Create art and apply their artistic skills on making of manuscripts and inscriptions	Intellectual development Cultural Heritage.	6 periods

			back.(EL) Models of manuscripts and inscriptions (AI) Class test			
July 22/12	2. FROM CAVE DWELLERS TO CITIZENS Subject Integration-Science (VI) Where Does It Come From ?	Date of pre-history Paleolithic age, Mesolithic age, Neolithic age and Chalcolithic age. Man and religion.	Project :- Visit a nearby museum and study the types of stone weapons and tools. Note the evolution (EL) Compare cave paintings in India and outside India	Recognizes the date of pre history.- Paleolithic age, Mesolithic age, Neolithic age and Chalcolithic age.	Cultural Heritage Intellectual development	1 Period
PT-1	3. EARLY CIVILIZATIONS TEACHING AID Political and physical map of India Subject Integration-Science -Math (VI) Basic Geometrical Idea	Understanding Bharat's geography, civilization. Saraswathi- Sindhu civilizations. Early settlements along river Saraswathi. Earliest literature.	Map Activity (AI) On the outline map of India. Mark the important sites of the Saraswathi-Sindhu civilization. Discussion There are about 2000 sites that have been excavated along the banks of the former river Saraswathi. What does this indicate?(EL) PPT-Early civilizations. (TI)	Enhance observation, curiosity, cre ative and free expression on the important sites of the Saraswathi-Sindhu civilization. . Appreciate the distinctive life in early civilizations. Identify the literature that reveal historical informations about these civilizations.	Indian culture Patriotism Spiritual Development t	4 Periods

August 20/12	<p>4. GOLDEN AGE OF BHARAT. Subject Integration- Languages, Math (VI) Basic Geometrical Ideas.</p>	<p>Western notion of Indian History Puranas as Historic records. Ithihasas as Historic records The epics- Ramayana and Mahabharatha. The Mahabharatha war.</p>	<p>Map Activity (AI) - On the India political map mark the important places. Kalinga Dwaraka Mathura Avanti Magatha</p> <p>Individual activity . Prepare a family tree of Chandra vamsa and Surya vamsa.</p>	<p>Learn about the two great epics Ramayana and Mahabharatha and the puranas in historical perspective, using multiple methods To understand them as sources of history as influencers of the cultural fabric of the country even today.</p>	<p>Intellectual Development Universal outlook</p>	<p>3 periods</p>
PT2	<p>5. EARLY KINGDOMS AND SOCIETY. Subject Integration- Po.Science (VI) What is Government?TEACHING AID Digitally Scriptures Political map of India</p>	<p>Understanding Dharma. Life in ancient Bharat. The political composition of Northern and southern Bharat.</p>	<p>Map Activity (AI) Mark the Mahajanapadas on a map</p> <p>Discussion: Why do you think such diverse profiles of people are included in to the counsel a king must consider before making decisions? What would happen if the king decided on his own or had only one minister to guide him? (EL)</p>			<p>3 periods</p>

			Class test			
September 19/9	<p>6.INDIAN KNOWLEDGE SYSTEM TEACHING AID Political map of India Digitally Subject Integration-English (V) Be a Friend</p>	<p>The story of Buddhism and Jainism/ -The Sangha - Monasteries -The system of Ashrams, Meaning of Upanishads</p>	<p>PPT on the location of Buddhist and Jain temples in India.(TI)</p> <p>Discussion Causes for the decline of Buddhism and Jainism in India Worksheet (EL)</p>	<p>Realize the basic beliefs of these systems of thought and the context in which they developed and flourished. Differentiate excerpts from sources relating to these traditions.</p>	<p>Cultural heritage awareness and appreciation. Spiritual Development Intellectual Development</p>	5periods.
October 21 Revision TERM I						

<p>November 25/14</p>	<p>7. GLORIOUS EMPIRES OF BHARAT-MAURYAN EMPIRE. TEACHING AIDS Political map of India Smart board Subject Integration-English(V) A True satyagrahi</p>	<p>Alexander's expedition to Bharat. Rise of the Mauryan empire. Ashoka a unique ruler. His war on Kalinga -Buddha's teaching Decline of Mauryan empire -</p>	<p>Map activity On an outline map of India, mark the important Mauryan cities. PPT Show war related images on smart board and make them to think the ill effects of the war.(TI)</p>	<p>Analyze the difference between the concept of empire and kingdom. They evaluate why Asoka is considered as an unique ruler *Students understand that inscriptions are used as sources The influence of Asoka's Dhamma in our Constitution</p>	<p>Indian culture Education in citizenship Emotional expansion Spiritual Development</p>	<p>5 periods</p>
<p>December 19/10</p>	<p>8. GLORIOUS EMPIRES OF BHARAT-II GUPTAS AND VARDHANAS (PROJECT) Subject Integration-Math (V) Patterns</p> <p>9. GLORIOUS EMPIRES OF BHARAT-III SATAVAHANAS,</p>	<p>Rise of the Guptas Chandragupta-I, <i>Samudragupta</i> <i>Re-establishment of Vedic principles and practices</i> <i>Patron of science and art</i> <i>Highlights of Bharat's Golden age</i> Rise of the Vardhana dynasty</p> <p>Emergence of Sathavahanas – GautamiputraSatak</p>	<p>Map activity On an outline map, show the Bharat during 2nd CE. (AI)</p> <p>Assignment Artistic representation on the topic <i>Bharat's Golden age</i> .(AI)</p> <p>Map activity On an outline map OF India mark the important ports and towns of the</p>	<p>Recognizes different historical factors, cultural influence and geographical reasons lead to diverse way of living.</p>	<p>Universal Outlook Indian culture Spiritual Development.</p>	<p>5periods</p>

	<p>CHALUKYAS AND RASHTRAKUTAS TEACHING AID Political and Physical Map of India Digitally</p> <p>Subject Integration- Malayalam (V) OruSahasikaYathra</p>	<p>arni Rise of Chalukyas- Piliketin-II The Rashtrakutas- Dantidurga</p>	<p>Satavahanas. (AI)</p> <p>Discussion</p> <p>Tripartite struggle- The peak of the Rashtrakuta power(EL)</p>	<p>*Know the implications of journey within the sub- continent. Re- construction of history.</p>	<p>Patriotism Students will be asked to read articles that deal with the glory of Sathavahana s</p>	
<p>January 24/14</p> <p>PT3</p>	<p>10. GLORIOUS EMPIRES OF BHARAT-IV CHERAS, CHOLAS, PANDYAS AND PALLAVAS TEACHING AID Digitally Political map of India. Subject Integration-Po. Sci (VI) Rural Administration</p> <p>11. GLORIOUS EMPIRES OF BHARAT-V EASTERN EMPIRES Subject Integration-EVS (V) –Monuments From the Past</p>	<p>Major dynasties of Tamilakam- Cholas Sangam Literature Pandya Kingdoms Life in the Chera Empire Pallavas</p> <p>Kharavela of Kalinga Varmana dynasty Grand rule of the Pala dynasty</p>	<p>Role play Administration in south Indian kingdoms.(AI)</p> <p>Discussion Life in the Pallava Empire(EL)</p> <p>PPT on ancient India’s achievements Make a chart with relevant data and pictures on the temple of India. (P.P.T presentation). On different art forms (TI)</p> <p>List the lineage of the dynasties under eastern empires (EL)</p>	<p>Familiarize the developments of different administrative systems/strategies of expansion *understand how literary sources helpful in reconstructing history. *Develop a sense of self-appreciation of textual and visual traditions of the period.</p>	<p>Fostering Pride in one’s Country Education in citizenship Cultural motivation Indian culture</p>	<p>6 periods</p> <p>1period</p>

February23 Revision March 24 Annual Exam	TERM--2					
---	----------------	--	--	--	--	--

PLAN – B

S.NO. MONTH - NAME OF THE CHAPTERS FOR ONLINE CLASSES

1. JUNE - WHEN WHERE WHO AND HOW?
2. JULY - EARLY CIVILIZATIONS
3. AUGUST - FROM CAVE DWELLERS TO CITIZENS
4. SEPTEMBER - INDIAN KNOWLEDGE SYSTEMS
5. OCTOBER - PT-1
6. NOVEMBER - GLORIOUS EMPIRES OF BHARAT-1 MAURYAN EMPIRE

7. DECEMBER - GLORIOUS EMPIRES OF BHARAT-3 SATAVAHANAS, CHALUKYAS, RASHTRAKUTAS
8. JANUARY - - GLORIOUS EMPIRES OF BHARAT-5 EASTERN EMPIRES
9. FEBRUARY - REVISION
10. MARCH - TERM 2

CURRICULUM PLANNING

(Pallavur/ Tattamangalam/ Kollengode)

Class.....VI...Subject.....Political science..... Resource material/text.....SOCIAL AND POLITICAL LIFE-1.....No. of units,
Chapter....9.....Year....2023-2024.....

Month/No of working days/No of periods per subject	Unit/Chapters/sub Theme	Key concepts	Activities/Practicals/Technology integration/Art integration/Experiential learning	Learning outcomes	CVP Integration	No. of periods for each chapter
June 23/13	UNDERSTANDING DIVERSITY TEACHING AID Smart board Political map of India Cartoons Subject Integration-EVS (V)-Each One of Us is Unique	meaning diversity	GROUP DISCUSSION:- (EL) 1. Gender discrimination 2. Cultural diversity PPT on Unity in Diversity (TI) Dramatization (AI)	* Analyses the various factors make difference between people and appreciate the unique qualities of every individual. * Understands the concept of		4
July 22/12 PT1	DIVERSITY AND DISCRIMINATION	of Equality in Diversity	1. JallianwalaBagh Massacre 2. Unity in Diversity			1

	<p>TEACHING AID Smart board Political map of World Cartoons-(Project) Subject Ingration- EVS (V) Dignity of Labour</p>		<p>Class test</p>	<p>Discrimination and equality and how how discrimination denies respect and dignity. *Reacts to situations of any discriminatory activity and believes that justice can be achieved only when people are treated equally.</p>		
<p>August 20/12 PT2</p>	<p>WHAT IS GOVERNMENT? Subject Integration-.History (VI) New empires and Kingdoms TEACHING AID Smart board Newspaper</p>	<p>meaning government Worksheet</p>	<p>CLASS ACTIVITY (EL) ROLE PLAY based on story of Hector Peterson and Maya’s life. (What changes happened in south Africa). PPT on the level and need of the government(TI)</p>	<p>*Understands the role of citizens in a democracy * Compare the link between various levels of Government and the participation of people in decision making process.*Identify how</p>	<p>PATRIOTISM UNITY IN DIVERSITY</p>	<p>3</p>

				inequalities affect the progress of a nation.		
September 19/11 Revision October 21 TERM 1	<p>KEY ELEMENT OF A DEMOCRATIC GOVERNMENT</p> <p>Subject Integration- .HISTORY (VI)</p> <p>Ashoka, the Emperor who gave up War.</p> <p>TEACHING AID</p> <p>Smart board presentation</p>	<p>Democracy of people</p> <p>Government in resolving conflict</p> <p>Concept of Equality and Justice</p>	<p>DEBATE(EL)</p> <p>Is our society free from inequalities? As a person, suggest the ways to ensure equality in a society.</p> <p>PPT on democratic government(TI)</p>	<p>Awareness about ones responsibility to the nation and fellow beings.</p>	<p>INTELLECTUAL DEVELOPMENT PATRIOTISM</p> <p>Education in citizenship.</p> <p>Service mindedness.</p> <p>Responsibility</p>	3
NOVEMBER R 25/14	<p>PANCHAYATI RAJ</p> <p>TEACHING AID</p> <p>News paper</p> <p>Smart board presentation</p> <p>Subject Integrated- History (VI)-New Empires and Kingdoms</p>	<p>Panchayati Raj</p> <ol style="list-style-type: none"> 1. Village 2. Block 3. District 	<p>GROUP ACTIVITY(EL)</p> <p>Imagine you are elected as a Panchayat President; enlist and explain one of the developmental activity that you are going to undertake.</p> <p>Write a letter to your ward member to find solution to the problem that the people face in your area.</p> <p>Conversation with ward member</p> <p>Class test</p>	<p>Appropriate sharing of power between different levels of government.</p> <p>* Recognize the role of people in electing representatives for the smooth functioning of</p>	<p>Unity in Diversity at government level</p> <p>Responsibility of a citizen</p> <p>Service mentality</p>	4

				the government..		
December 19/12	<p>RURAL ADMINISTRATIO N TEACHING AID PPT</p> <p>Subject Integrated - EVS (V) Farming and Food</p> <p>URBAN ADMINISTRATIO N They could relate this chapter with rural administration.</p> <p>Subject Integrated --EVS (V) A Shelter for Everyone</p>	<p>police officer</p> <p>Municipal councillor Ward councillor</p> <p>People's responses in democracy (Protests</p>	<p>SURVEY (EL)</p> <p>Developmental activities undertaken by the panchayat in your locality</p> <p>QUIZ</p> <p>Quiz competition based on administration in towns.</p>	<p>*The role of citizens in decision making. *Analyses the functions of various officials in connection with village administration.</p>	<p>UNIVERSAL OUTLOOK (CITIZEN OF THE WORLD) UNITY IN DIVERSITY AT GOVERNMENT LEVEL EDUCATION IN CITIZENSHIP</p>	<p>2</p> <p>2</p>
January 24 /14 PT 3	<p>RURAL LIVELIHOODS And URBAN LIVELIHOODS</p> <p>Subject Integration-Science (VI) Garbage in ,Garbage Out</p>	<p>OCCUPATIO N</p> <p>Agriculture</p> <p>labourers</p>	<p>Poster making: -(AI)</p> <p>Different occupations by which rural people earn their livelihood. Discussion on the nature of work under different occupation</p>	<p>Appreciates the dignity of labour *Identifies the differences in</p>	<p>SERVICE MENTALITY INTELLECTUAL DEFT CONCENTRATION</p>	<p>3</p>

<p>February 23</p> <p>REVISION</p>	<p>(Activity based Chapters) They could relate it with rural administration.</p>	<p>OCCUPATION</p> <p>Street vendors</p> <p>workers</p>		<p>the nature of the work</p> <p>* Analyse the conditions of a place and how it influence the conditions of people</p>		
<p>March 24</p> <p>Annual Exam</p>		<p>TERM 2</p>				

PLAN – B

S.NO. MONTH NAME OF THE CHAPTERS FOR ONLINE CLASS

1. JUNE - UNDERSTANDING DIVERSITY
2. JULY - DIVERSITY AND DISCRIMINATION
3. AUGUST - WHAT IS GOVERNMENT?
4. SEPTEMBER - REVISION
5. OCTOBER - PT-1
6. NOVEMBER - PANCHAYATIRAJ
7. DECEMBER - RURAL AND URBAN ADMINISTRATION
8. JANUARY - RURAL AND URBAN LIVELIHOOD (ACTIVITY LESSON)
9. FEBRUARY - REVISION
10. MARCH - PT-2

DELETED CHAPTERS

1. KEY ELEMENTS OF A DEMOCRATIC GOVERNMENT

CURRICULUM PLANNING

(Pallavur/ Tattamangalam/ Kollengode)

Class.....VI...Subject.....Geography..... Resource material/text...THE EARTH OUR HABITAT.....No. of units/chapter: 8

Year....2023-24

Month/No of working days/No of periods per subject	Unit/Chapters/sub Theme	Key concepts	Activities/Practicals/Technology integration/Art integration/Experiential learning	Learning outcomes	CVP Integration	No. of periods for each chapter
June23/13	<p>THE EARTH IN THE SOLAR SYSTEM</p> <p>[PROJECT] TEACHING AID Chart showing solar system Videos on solar system Subject Integration-EVS class V-Fuel and Adventure</p>	Celestial bodies	<p>ROLEPLAY(AI) Enact to show the movement of planets around the sun (Solar system)</p> <p>Preparing solar Journal (EL)</p>	<p>-Understands the vastness of universe and position of the Earth in the Solar system</p> <p>- Understands solar system and planets and occurrence of day and night</p>	<p>Universal Outlook: Universal love and compassion; seeing the world as an integrated whole.</p>	4

<p>July 22/15</p> <p>PT-1</p>	<p>GLOBE: LATITUDES AND LONGITUDES TEACHING AID Atlas World Map (political and physical) Subject Integrate- Class VI –Math-Basic Geometrical Ideas</p>	<p>Parallel of latitudes</p> <p>Longitudes</p> <p>movement of the Earth on its axis.</p> <p>Movement of Earth around the sun</p>	<p>GROUP ACTIVITY AND PRESENTATION:- (EL) Find out the location and general climatic conditions of the given places from the Globe/Map</p> <p>PPTon latitudes and longitudes(TI)</p>	<p>Learn aboutlatitude, longitude, heat zones etc.</p>	<p>Universal Outlook: Physical Development: the three Heat Zones are correlated to three states/stages of man- childhood, youth and old.</p>	6
<p>August 20/12</p> <p>PT-2</p>	<p>MOTIONS OF EARTH TEACHING AID Chart showing rotation and revolution Video on rotation and revolution Subject Integration-Class V –Patterns [Math]</p>	<p>movement of the Earth on its axis.</p> <p>Movement of Earth around the sun</p>	<p>PPTon rotation and revolution(TI)</p> <p>GROUP ACTIVITY(AD) Prepare flash cards depicting rotation and revolution of earth, explaining seasons, leap year, eclipse etc.</p>	<p>Identifies the directions of the sun’s moon and its influence on climate and vegetation Understands how the rotation of the earth</p>	<p>Universal Outlook:- Harmony in creation “ Change is the rule of nature”</p>	3

				and the inclination of the earth causes seasons		
September 19/11	<p>MAPS TEACHING AID Atlas Physical, political and thematic maps Sketch Traffic symbols Subject Integration-Class V [EVS] Motions</p>	<p>Three kinds of maps:- showing natural features of the earth showing states, capitals, cities, towns, villages etc. Thematic maps focus on specific</p>	<p>CHART WORK:- (AI) Make a chart on Conventional Signs and Symbols. SKETCH:- Sketch your own locality or colony by using conventional signs and Symbols</p>	<p>Understands political map, physical map and thematic maps and the symbols used in maps to represent various land mark</p>	<p>Universal Outlook:- Harmony in creation “ Change is the rule of nature” Universal Outlook:- Micro body- Macro universe</p>	3
October 21 TERM-1		<p>information REVISION AND PERIODIC TEST-I</p>			<p>Intellectual Developments: - ability and creativity.</p>	
November 25/14	<p>MAJOR DOMAINS OF THE EARTH TEACHING AID Video on major domains of the earth</p>	<p>Major domains of the Earth: - Lithosphere, Atmosphere, Hydrosphere and</p>	<p>ASSIGNMENT (AI) In spite of being called “The Blue Planet”, the Earth experiences shortage of Fresh water. Why? Model showing major Domains of the Earth</p>	<p>Acquires knowledge about the major realms of earth- Lithosphere,</p>	<p>Universal Outlook:- Observations</p>	5

	Physical and political map of the world Subject Integrated-Class III EVS] Water for Everyone	Biosphere. of the Earth. that surround the Earth. part of Lithosphere, Atmosphere and Hydrosphere	MAP SKILLS:- (AI) World Continents and Oceans	Hydrosphere; Atmosphere and Biosphere		
December 19/12	MAJOR LANDFORMS OF INDIA TEACHING AID Physical map of the world PPT on major landforms Subject Integrate-Class VI History [1] What ,Where ,How and When	Different landforms- elevation of Earth's surface.	MAP SKILLS (WORLD):- (AI) The Himalayas, Andes, Tibet etc. Sketch of major landforms Assignment Collecting the names of important landforms of India	Identifies different landforms of the earth and its influence on human life	Universal Outlook: creation Identification	3
January 24/14 PT-3	OUR COUNTRY INDIA TEACHING AID Political and physical map of India Subject Integrate-Class VI History[1] What ,Where How	Location, Political and administrative divisions, divisions	MAP SKILLS (AI) Physical and Political map of India.	Knows his own region, state and country in global context	Patriotism:- Pride towards one's own country	7

	and When					
February 23/2	INDIA-CLIMATE TEACHING AID Video on types of vegetation Subject Integrate-Class VI History[2] Hunting and Gathering	Types Of Vegetation- -Tropical Evergreen, -Tropical Deciduous forest, Thorny Bushes, -Mountain Vegetation and -Mangrove Forests	ACTIVITY:- (EL) The class should be divided into different groups and assign each vegetation to each group and they will demonstrate. VIDEO on types of vegetation (TI)	Understands environment and its components, inter-dependence and their importance in our life	Universal Outlook:- of flora and fauna.	4
March 24		REVISION AND TERM II				

PLAN – B

S.NO. MONTH NAME OF THE CHAPTERS FOR ONLINE CLASS

1. JUNE - EARTH IN THE SOLAR SYSTEM(ACTIVITY LESSON)
2. JULY - GLOBE:LATITUDES AND LONGITUDES
3. AUGUST - GLOBE CONTINUATION
4. SEPTEMBER - MAPS AND REVISION
5. OCTOBER - PT-1
6. NOVEMBER - MAJOR DOMAINS OF THE EARTH
7. DECEMBER - MAJOR LANDFORMS OF THE EARTH
8. JANUARY - OUR COUNTRY INDIA
9. FEBRUARY - REVISION
10. MARCH - PT-2

DELETED CHAPTERS

1. MOTIONS OF THE EARTH
2. INDIA CLIMATE

CURRICULAM PLANNING (Pallavur/ Tattamangalam/ Kollengode)

Class.....VII...Subject.....Geography..... Resource material/text..OUR ENVIRONMENT....

No. of units/chapter....7.....Year....2023-24.....

MONTH/No. of working days/No. of periods per subject	Unit/Chapter/Sub theme	Key concepts	Activities/Practical/ Technology integration	Learning outcomes	Integrated values	No. of periods for each chapter
June 23/12	<p>OUR ENVIRONMENT</p> <p><u>SUBJECT ENRICHMENT:</u> Class 6: Chapter 8 – Living organisms and their surroundings</p> <ul style="list-style-type: none"> Teaching aid: Chart showing different types of environment 	<ul style="list-style-type: none"> Components of environment Natural, human and human made environment Lithosphere Atmosphere Hydrosphere 	<p>Art Integration: Poster making on the topic ‘clean environment, our responsibility’</p> <p>Experiential learning: Divide children into different groups and assign each child different areas of the school. Ask them to prepare chart on how natural and human interaction is seen there.</p> <p>Technological Integration: Video on the environment which</p>	Understand the inter relationship between the natural environment and human inhabitation and its co relation with real life	<p><u>Universal outlook:</u> Importance of environment and human’s role in the ecosystem</p>	6

	<p>INSIDE OUR EARTH <u>SUBJECT ENRICHMENT</u> Class 5: EVS – Times of emergency</p> <ul style="list-style-type: none"> Teaching aid Chart-Interior of the Earth Digitally 	<ul style="list-style-type: none"> Interior of The Earth Sial Sima Rocks and Minerals <p>Uses of Minerals Biosphere</p>	<p>they like most</p> <p><u>Art Integration:</u> Model/sketch of layers of atmosphere</p> <p><u>Experiential Learning:</u> Debate on ‘Minerals and sustainable development growth’</p> <p><u>Technological Integration:</u> Video on the interior of the earth</p>	<p>Recognise the various types of minerals and their uneven nature of distribution -understands and explains the need for their judicious utilisation.</p>	<p><u>Universal Outlook:</u> Using discrimination through differentiating minerals and their role in our life.</p>	6
<p>July 22/8 [PT 1]</p>	<p>OUR CHANGING EARTH <u>SUBJECT ENRICHMENT:</u> Class 7: Physics – Wind, storms and cyclones</p> <ul style="list-style-type: none"> Teaching Aid: World Map Atlas 	<ul style="list-style-type: none"> Lithospheric Plates, Endogenic and Exogenic Forces, Major Landforms of Rivers, Waves, Ice and Wind. 	<p><u>Art Integration</u> Collage making of natural disasters that occurred in the last year</p> <p><u>Experiential learning:</u> Visit to pond or any nearest water source to understand the importance of ecosystem</p> <p><u>Technological</u></p>	<p>Identifies different landforms of our earth, their formation and changes over different periods .</p>	<p><u>Universal Outlook:</u> Seeing the world as an integrated whole.</p>	8

			<p>integration: Infographics on plate movements</p>			
<p>August 20/6 [PT 2]</p>	<p>AIR <u>SUBJECT ENRICHMENT</u> Class 6: Science – Chapter 15 – Air around us</p> <ul style="list-style-type: none"> Teaching aid: Chart –Layers of the Atmosphere 	<ul style="list-style-type: none"> Composition of Atmosphere, Structure of Atmosphere, Weather and Climate Pressure Belts, Types of Winds, Types of Rainfall. 	<p>Art Integration Chart preparation: showing the structure of atmosphere</p> <p>Experiential Learning: Conducting a seminar on ‘climate and culture’</p> <p>Technological Integration: Video making on layers of the atmosphere</p>	<p>Understand the composition and structure of Atmosphere and the factors which affect the climatic conditions</p> <p>-Learn the major pressure belts and relation with the occurrence of rainfall and wind system Understand the composition and structure of Atmosphere and the factors</p>	<p><u>Physical development:</u> Mental development; providing secure and loving atmosphere</p> <p><u>Physical development:</u> Mental development; providing secure and loving atmosphere.</p>	<p>6</p>

				which affect the climatic conditions		
September 19/7	<p>WATER <u>SUBJECT ENRICHMENT</u> Class 6 – Science – Chapter 14 - Water Teaching Aid: World Map Smart board</p>	<ul style="list-style-type: none"> • Distribution of Water Bodies. • Movements of Water- Waves, Tides. • Ocean Currents. • Water Cycle • Cold current • Warm current 	<p><u>Art Integration:</u> Model of different water conservation methods <u>Experiential Learning:</u> Debate on SDG and Water conservation <u>Technological Integration:</u> Making a video linking Knowledge tradition and practice of India with water conservation and the best should be uploaded in the YouTube</p>	<p>Understand the importance of water, its location and distribution</p> <p>-Develop awareness towards resource conservation and take s initiative towards conservative process</p>	<p><u>Universal outlook:</u> Man’s role in the system by means of its depletion and conservation.</p>	4
October REVISION AND TERM 1 EXAM						
November 25/12	<p>NATURAL VEGETATION & WILDLIFE [DELETED BY CBSE-2022]</p>	<ul style="list-style-type: none"> • Categories of Natural Vegetation • Forests • Grass Lands 	<p><u>Art Integration:</u> Collect the picture and photographs of forests and</p>	<p>Categories and Identify the types of forest and</p>	<p><u>Universal Outlook:</u> It creates</p>	6

	<p>[Project for mt-4]</p> <ul style="list-style-type: none"> Teaching Aid: Picture chart of forest and wild life 	<ul style="list-style-type: none"> Shrubs. Tropical Evergreen Forest Tropical deciduous forest Temperate Evergreen and deciduous forest Mediterranean forest Coniferous forest 	<p>grasslands of different parts of the world, write a brief account about each of the picture collected</p> <p>Experiential Learning: Visit to nearest vegetation or wildlife</p> <p>Technological Integration: PPT on any one of vegetation and wildlife</p> <p>Map Activity: Natural Vegetations of India</p>	grasslands	Harmony in creation, give environment education	
December 19/8	<p>HUMAN ENVIRONMENT SETTLEMENT, TRANSPORT & COMMUNICATION[DELETED BY CBSE -2022] HUMAN ENVIRONMENT- INTERACTIONS TROPICAL AND SUB TROPICAL REGIONS</p> <p><u>SUBJECT ENRICHMENT:</u> Class 8: Geography - resources</p> <ul style="list-style-type: none"> Teaching Aid: Picture chart of transport and 	<p>Settlement</p> <ul style="list-style-type: none"> Types of Settlement Permanent Temporary Compact scattered <p>Transport</p> <ul style="list-style-type: none"> Land Water And Air. Communication 	<p>Art Integration: Representing an area showing the relationship of transport and communication [still model]</p> <p>Experiential Learning: <u>Data collection:</u> - Collect the name of National Highways and International</p>	Understand the different means of transportation in the world and its contribution to the economic, social & cultural development of a country.	<p><u>Universal Outlook:</u> Exposure to other cultures and philosophies relating to others without bias.</p> <p>General awareness</p>	4

	communication Digitally	<ul style="list-style-type: none"> Personal & Mass Communication 	Airports in India Technological Integration: Video on the chapter			
January 24/6 [PT 3]	<ul style="list-style-type: none"> Life in the Deserts SUBJECT INTEGRATION: Class 7 – Science- Heat <ul style="list-style-type: none"> Teaching Aid: Wold Map Smart board 	<ul style="list-style-type: none"> Hot and cold deserts- Sahara and Ladakh- Climate, Flora & fauna, People. 	<u>Art Integration:</u> Cultural practises in desert region. (Select any one desert from the chapter and presentation). <u>MAP SKILLS:</u> - On the outline map of India mark the Karakoram range, Ladakh and Zojila pass. Experiential Learning Discussion on ‘life in the extreme climates’ Technological Integration: Making a video based on the chapter	Understand the life of people in the desert, their culture, and their vegetation found in their region etc.	<u>Universal Outlook:</u> Environmental Education, Exposure to other cultures. Harmony in creation	6
February and March revision and TERM-2						

exam						
------	--	--	--	--	--	--

PLAN B

SL.NO.	CHAPTER
1.	OUR ENVIRONMENT
2.	INSIDE OUR EARTH
3.	OUR CHANGING EARTH
4.	WATER
5.	LIFE IN THE DESERTS

CURRICULAM PLANNING (Pallavur/ Tattamangalam/ Kollengode)

Class.....VII...Subject.....History Resource material/text.....OUR PASTS-II.....No. of Chapters – 7 Year....2023-24.....

Month/ Day/ Periods	Units/ Chapter/ Sub theme	Key Concepts	Activities/ Practical/ Technology Integration	Learning Outcome	Integrated Values	No. of periods for each chapter
June 23/12	<p>Tracing changes through a thousand years.</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Class 6 – Politics – Stereotype and prejudice</p> <p><u>Teaching Aids</u></p> <p>Map, Visual Aids</p>	<p>- New and old terminologies about language</p> <p>-Sources</p> <p>- Region and Empire.</p> <p>- Old and new Religions.</p>	<p>Art Integration:</p> <p>Depicting a sketch of a society which lived 100 years ago</p> <p>Drawing a sketch of their area</p> <p>Experiential Learning:</p> <p>Conducting Class exhibition of old items that are very relevant today on the topic ‘old is gold’</p> <p>Technology</p>	<p>-Familiarize the learner with the major changes which took place in medieval period.</p> <p>- Appreciates the contributions of great personalities of the Medieval Period.</p>	<p>Indian Culture</p> <p>Learning the importance of preserving our culture</p> <p>Appreciates the continuation of our Indian culture</p> <p>Intellectual Kindling:</p> <p>Analyses the values that imbibed in our culture</p>	6

	<p>New Kings and Kingdoms</p> <p>PROJECT: Tracing changes of agricultural practices [mt-2 evaluation]</p> <p><u>Teaching Aids</u></p> <p>Visual Aids.</p>	<p>New Dynasty, Warfare for wealth, Agriculture Administration of the Empire.</p>	<p>Integration:</p> <p>Asking children to make pictograph</p> <p>Art Integration:</p> <p>Discussion on different kind of taxes in Medieval Period and Modern Period</p>	<p>Develop a sense of appreciation of the New Kings.</p> <p>- Learn about the changes of Powers</p>	<p>Indian culture</p> <p>Knows the history of emergence of different kingdoms and appreciates the administration</p>	2
<p>July</p> <p>22/12</p> <p>[PT-1]</p>	<p>Delhi Sultans.</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Art: Paintings and Monuments</p> <p>Teaching Aid</p> <p>Map, Visual Aids</p>	<p>Expansion of the Delhi Sultanate.</p> <p>-Administration of Alauddin Khalji and Muhammed Tughluq.</p>	<p>Art Integration:</p> <p>Dramatization of a scene from Delhi Sultan</p> <p>Experiential Learning:</p> <p>Debate on the topic 'how far the</p>	<p>-Appreciate the contributions of Alauddin Khalji and Muhammed Tughluq and compares it with present administration</p>	<p>Intellectual Development:</p> <p>Independent thinking</p> <p>Critically evaluates the role of Delhi Sultans</p>	8

			<p>statement regarding Muhammed Bin Tughlaq is correct that he can be called as wisest fool?</p> <p>Technological Integration:</p> <p>Making of infographics comparing the administration of Tughlaq and Khilji's</p> <p>Map Activity:</p> <p>Expansion of Delhi Sultan</p>			
	<p>Mughal Empire</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Class 5: Maths - Measurement</p>	<p>Mughal Emperors, Mansabdar system.</p> <p>Mughal military</p>	<p>Art Integration:</p> <p>Collage of medieval marvels of Mughal Period</p> <p>Experiential</p>	<p>Develop map skills-- locating important cities on the map. -</p> <p>Learn the unique importance of</p>	<p>Intellectual Development</p> <p>Universal outlook</p> <p>Intellectual Development</p>	

<p>August 20/7 [PT 2] [Onam Holidays]</p>	<p><u>Teaching Aids</u> Political map of India Visual Aids</p>	<p>campaigns Akbar's policies</p>	<p>Learning: Conducting religious confluences and discuss about the underlying universal cause of true life Technology Integration: Making of flow chart on rulers and their administrations by using pictographically analysis Map Skill: Expansion of Mughal Empire</p>	<p>India's Secularism and why we included in our Constitution.</p>	<p>Critically evaluates the administration of Mughal rulers Appreciated the architectural wonders of Mughal period Compares it with present day architecture</p>	<p>5</p>
	<p>Continuation of Mughal Empire</p>	<p>Pilgrim centers, Towns, Traders.</p>				<p>4</p>

<p>September 19/8</p>	<p>Towns, Traders and Craft Persons [CBSE DELETED -2022]</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Class 6: Traders, Kings and Pilgrims – Social Science</p> <p>Teaching aids. Visual Aids, Map</p>		<p>Art Integration:</p> <p>Any Craft work based on the chapter</p> <p>Experiential Learning:</p> <p>Visit to any of the sites like market place or any monuments and analyzing its importance in the society</p> <p>Technological Integration:</p> <p>PPT on medieval marvels [monuments and</p>	<p>Develop the skills of Craft work.</p> <p>- Learn more about different Towns and traders.</p> <p>Learns how a community emerged and developed global community because of the movement of traders and pilgrims from one place to another</p>	<p>Indian Culture:</p> <p>History of our country and ancient monuments and its importance</p> <p>Intellectual Kindling:</p> <p>Analyses the role of traders in the growth of towns</p>	<p>2</p>
---------------------------	--	--	---	--	--	----------

			temples]			
October						
Revision and Term 1 exam						
November 25/10	<p>Tribes, Nomads and Settled communities.</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Class 6: On the trail of the earliest people – Social Science</p> <p><u>Teaching Aids</u></p> <p>Visual Aids - Video on Tribal people</p>	<p>Tribal People, Nomads, Changing Society, Gonds, Ahom</p>	<p>Art Integration:</p> <p>Singing Tribal Songs/Interview with any tribal communities or a person</p> <p>Experiential Learning:</p> <p>Visit to tribal colony</p> <p>Technological Integration:</p> <p>PPT of those tribal persons who excelled in their life</p>	<p>Appreciate the skills and knowledge of hunter gatherers.</p> <p>- Differentiate the features of Gonds and Ahoms.</p> <p>-evaluate the importance of tribal culture in our society</p>	<p>Independent thinking:</p> <p>Observing and comparing tribal communities of different places</p> <p>Critically evaluates the welfare of tribal communities</p>	6

			<p>Map Activity:</p> <p>Tribal groups of different states</p>			
<p>December 19/7</p>	<p>Devotional Paths to Divine.</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Class 6: Traders, Kings and Pilgrims – Social Science</p> <p><u>Teaching Aids</u></p> <p>Visual Aids, Photographs of Bhakti Saints</p>	<p>Idea of Supreme God, Alvars and Nayanars, philosophy and Bhakti.</p>	<p>Art Integration:</p> <p>Role play on customs and practices of different religions.</p> <p>Experiential Learning: Sports Integration</p> <p>Demonstration of Yoga Postures</p> <p>Technological Integration:</p> <p>- P.P.T on beliefs of different religious groups.</p>	<p>Create the Feelings of spirituality.</p> <p>- Develop a sense of appreciation towards divinity.</p>	<p>Spiritual development</p> <p>Understanding the underlying unity of different religions and acknowledging the importance of supreme self</p> <p>Physical Development:</p> <p>Demonstration of Yoga</p>	<p>5</p>
	<p>Making of Regional cultures.</p> <p><u>SUBJECT INTEGRATION:</u></p> <p>Class 5: EVS –</p>	<p>Development of Malayalam and Bengali language. Rajput, Kathaks,</p>	<p>Art Integration:</p> <p>Dance/Music/Story Narration/painting any of art form</p>	<p>- To understand the different regional cultures existed in medieval period</p>	<p>Mental Development:</p> <p>Emotional development,</p>	

<p>January 22/9 [PT3]</p>	<p>Monuments from the past <u>Teaching Aids</u> Visual Aids of dance forms of India</p>	<p>Paintings.</p>	<p>performance Experiential Learning: Collecting information on their local area importance and how its linked with their culture Technological Integration: Make flash cards showing various music and dance forms that during medieval Period.</p>	<p>and its impact on Modern Period.</p>	<p>introspection of positive aspects from negativity</p>	<p>6</p>
<p>February 1st week 21/3</p>	<p>18th century political formations <u>Teaching Aids</u> Political map of India</p>	<p>Later Mughals. Emergence of New States and old</p>	<p>A project on the new political formations in 18th century and causes for their rise</p>	<p>Identify the dis-Integration of Mughals and formation of New States</p>	<p>Independent Thinking: The child critically evaluates the emergence of</p>	<p>3</p>

					New states and its political institutions	
February 2 nd week onwards revision for Term 2 exam on the month of March						

PLAN B

SL.NO	CHAPTER/TOPIC
1.	Tracing changes through a thousand years
2.	The Delhi Sultans
3.	The Mughal Empire
4.	Tribes, nomads and Settled Communities
5.	Devotional Paths to the divine
6.	The making of regional culture

SUGGESTED PROJECT ACTIVITY FOR CLASS 7:

Each region has its own cultural tradition. Collect details on the details of such influences in the culture of your region and challenges if any, if so suggest solutions.

CURRICULUM PLANNING (Pallavur/ Tattamangalam/ Kollengode)

Class.....VII...Subject.....Politics..... Resource material/text.....SOCIAL AND POLITICAL LIFE-II.....No. of chapters..5..... Year....2023-24.....

Month/No. of working days/No. of periods per subject	Unit/Chapter/Sub theme	Key concepts	Activities/Practical's/ Technology integration	Learning outcomes	Integrated values	No. of periods for each chapter
June 23/4	ON EQUALITY <u>SUBJECT INTEGRATION:</u> Class 6 – Politics – Stereotype and prejudice <u>Teaching Aids</u> Newspaper Smart board	<ul style="list-style-type: none"> ➤ Political equality ➤ Economic equality ➤ Social equality Principle of equality in Health Facilities	Art Integration: Collage of Newspaper report on discriminations in the society Experiential Learning: Dramatization of Caste system Technological Integration: Video making on any discrimination and its effects Sports Integration: Emotional balance yoga postures	Need to follow principles of equality to resolve conflict. *Government has the responsibility to remove poverty and other difficulties of people. Good habits in	Intellectual development: Analysing different stereotypical notions of our society and finding its solutions	3

	<p>ROLE OF GOVERNMENT IN HEALTH Project for MT-1: Collect information on health facilities done by the state government.</p>		<p>DISCUSSION Analyse the difference between public and private health facilities and which one fulfils equality principle? Reason.</p>	<p>life. * Create pollution free environment and sanitation for good health.</p>	<p>Physical development health condition</p>	<p>1</p>
<p>July 22/4 [PT 1 exam]</p>	<p>HOW STATE GOVERNMENT WORKS <u>SUBJECT INTEGRATION:</u> Class 6 – Politics – What is Government? Key elements of government <u>Teaching Aids</u> Newspaper Smart Board</p> <p>GROWING UP AS</p>	<ul style="list-style-type: none"> ➤ M.L.A ➤ Constituency ➤ ruling party and opposition party ➤ Legislative assembly ➤ Press Conference <ul style="list-style-type: none"> ➤ Gender inequalities in a 	<p>Art Integration: ROLEPLAY -- Legislative assembly- M.L. A's raise issues in their constituencies and the ministers give reply to that. Experiential Learning: Interview with any political leaders Technological Integration: Making of a flow chart of different departments and its functions</p> <p>Art Integration and</p>	<p>Understand the role of M.C.A and how the various problems reach Government. *Realise the role of people in a state.</p>	<p>UNITY IN DIVERSITY at Government level</p> <p>Intellectual</p>	<p>4</p>

<p>August 20/4 [PT 2]</p>	<p>BOYS AND GIRLS Assignment only not for evaluation</p> <p>WOMEN CHANGE THE WORLD <u>SUBJECT INTEGRATION:</u> Chapter 5 – Pandita Rama Bai Class 6 – Hindi- chapter 10 – Jhansi Ki Rani Class 8: Malayalam – the role of women in Nation Making</p>	<p>society</p> <p>Stereotypes and rigid expectations. Women’s Movements</p>	<p>Experiential learning SURVEY - Analyse the senses report of 2011 and compare literacy rate and job opportunities of women and men.</p> <p>Art Integration: Oratory skill for enacting a powerful women character</p> <p>Experiential Learning: Visit to any one of Kudumbashree [SHG] undertaking projects</p> <p>Technological Integration: Video making on powerful women personalities</p>	<p>Gender is based on birth but it is not the basis of separation- follow equality and respect feelings of everyone in a society.</p> <p>Recognises the need to preserve the rights of women in a society.</p>	<p>Development</p> <p>Intellectual Kindling: Respect and treat everyone as equal.</p>	<p>1</p> <p>3</p>
-------------------------------	---	---	---	--	--	---------------------------------

<p>September 19/2</p>	<p>UNDERSTANDING MEDIA <u>SUBJECT INTEGRATION:</u> <u>Teaching Aids</u> Visual Aids</p> <p>UNDERSTANDING ADVERTISEMENT Project for MT-2 evaluation <u>Teaching Aids</u> Newspaper Magazines</p>	<p>MEDIA</p> <ul style="list-style-type: none"> ➤ Meaning ➤ Types ➤ Relation with money and technology ➤ Role of media in democracy. ➤ Balanced media report <p>ADVERTISEMENT</p> <ul style="list-style-type: none"> ➤ Branding ➤ Social values ➤ Making of Ad <p>Advertisement and democracy</p>	<p>Write about the advertisement which influences you and the reason.</p> <p>The newspapers are called the 'Light house of Democracy'. Prepare a project displaying a few prominent news published in any of the newspapers. The news should depict the problems being faced by the people.</p>	<p>Recognise the role of media and Ad in our life.</p> <p>*Understand the advantages of media and validity of news in media</p>	<p>Intellectual development</p> <p>Independent thinking</p>	<p>1</p> <p>1</p>
<p>OCTOBER Revision and Term 1</p>						
<p>November 25/4</p>	<p>MARKET AROUND US <u>SUBJECT ENRICHMENT:</u></p>	<ul style="list-style-type: none"> ➤ Types of market ➤ Weekly ➤ Neighbour-hood ➤ Shopping mall ➤ Market and 	<p>Art Integration</p> <p>Making an advertisement of a product</p>	<p>*Differentiate markets and advantages of markets.</p>	<p>Intellectual development</p>	<p>4</p>

December 19/2	<p><u>Class 6: Politics – Rural and Urban Administration</u></p> <p><u>Teaching Aids</u> Smart Board</p>	democracy	<p>Experiential Learning Visit to a nearest shop individually and to conduct an interview based on the chapter</p> <p>Technological Integration: Infographics on women empowerment in political representations</p>	<p>Understand the need to follow equality principle in market.</p>	Mental health assessment	4
	<p>SHIRT IN THE MARKET Project for MT-4 <u>Teaching Aids</u> Video presentation on production process</p> <p>MARKET Project for MT-4 <u>Teaching Aids</u> Video presentation on production process</p>	<ul style="list-style-type: none"> ➤ Shirt making process ➤ Agencies ➤ Peasant ➤ Trader ➤ Factory <p>Market and equality</p>	<p>Digital Board: - Video Presentation about the production process in a factory.</p> <p>Conduct an interview with an employee in a factory and collect details about nature of</p>	<p>*Analyse the agencies of production process and the importance of equality.</p>	Analytical Ability	2

			work wage, working hour etc.			
January 24/3 PT-3	<p>STRUGGLES FOR EQUALITY [DELETED BY CBSE -2022]</p> <p>SUBJECT INTEGRATION:</p> <p>Class 5: EVS – Dignity of labour</p> <p>Class 7: Chapter 5 – Jathi Chodhikkunnila sodhari</p> <p><u>Teaching Aids</u></p> <p>Political map of India</p>	<p>➤ Struggle against poverty</p> <p>Importance of constitution</p>	<p>Art Integration:</p> <p>Present a role play based on a situation related with violation of rights.</p> <p>Experiential Learning:</p> <p>Debate or discussion on the topic ‘corruption leads to disruption’</p> <p>Technological Integration:</p> <p>PPT on current societal issues</p>	<p>*Knowledge about people’s participation.</p> <p>Finds solution for the discriminations in the society</p>	<p>Universal Outlook</p> <p>Divinity in Humanity.</p>	3
February and March (Revision and Term 2)						

PLAN B

SL.NO	CHAPTER
1.	On equality
2.	How the state government works
3.	Women change the world
4.	Markets around us
5.	Struggles for Equality

CURRICULUM PLANNING (Pallavur/ Tattamangalam/Kollengode)

Class.....VIII...Subject.....History and Politics Resource material/text...Our Pasts-III,

Social and Political Life-III... Year....2023– 2024.

Month	Unit/Chapter	Key concepts	Activities/Art Integration/Technology Integration/Experiential Learning/ Sports Integration.	Learning Outcomes	Integrated Values	No. of periods
JUNE 15/23	<p>HOW WHEN AND WHERE [Activity] Teaching Aids – Map of Mughal Empire</p> <p>Subject Integration Maths Integers(class 6) and AD and BC</p>	<p>*How important are dates *How do we periodise? *Sources of Modern history.</p>	<p>Seminar – (Experiential Learning) The Mughal Empire could not led India in to the modern era.</p>	<p>*Understand the need for Periodization *Recognize the role of British to maintain records</p>	<p>Universal Outlook- Students will be asked to compare and contrast the colonial rule in India with that of South Africa.</p> <p>Intellectual development Observation of people, things and situations.</p>	2
	<p>FROM TRADE TO TERRITORY THE COMPANY ESTABLISHES POWER Teaching Aids Political map of India Subject Integration</p> <p>Geography Environment(class 7) and Resources(class8)</p>	<p>*East India Company comes East *East India Company Begins trade in Bengal *Company rule expands *Setting up a new administration.</p>	<p>On a Map of India colour the areas under the English East India Company and the princely states. (Map Activity)</p>	<p>*Unravel the story of a trading company becoming a political power. *Realizes the motive behind the British government to promote western Culture.</p>	<p>Patriotism Create an awareness on the need for unity.</p>	4
	<p>RULING THE COUNTRYSIDE</p>	<p>*The company becomes the Diwan.</p>	<p>Project:- The economic Reforms by British and its</p>	<p>Enable the children to grasp the different</p>	<p>Intellectual development</p>	3

	<p>(Activity) <u>Teaching Aids</u> Smart Board Subject Integration Politics class 6 Rural administration</p>	<p>*Crops for Europe *Blue Rebellion and after.</p>	<p>impact on Indian peasants. (Experiential Learning)</p>	<p>revenue policies of the British. *Gain knowledge about the real conditions of working class</p>	<p>Recognize the ideals like self-respect, self-reliance etc</p>	
	<p>INDIAN CONSTITUTION <u>Teaching Aids</u> Preamble of the Constitution Subject Integration Class 6 history New Empires and Kingdoms</p>	<p>*Why does a country need a constitution? *The Indian Constitution-Key features.</p>	<p>Prepare posters with drawings and pictures and make oral and written presentation on the significance of the Constitution of India and Preamble.(Art Integration)</p>	<p>*Develop an understanding of the rule of law and our involvement with the law. *Understand the Constitution as the primary source of all our laws.</p>	<p>Universal Outlook- Students will be asked to compare the fundamental rights enjoyed by the Indian citizen with those of the similar rights enjoyed by the people of U.S.A</p>	3
	<p>UNDERSTANDING SECULARISM (Activity) <u>Teaching Aids</u> Newspaper Smart Board Subject Integration Class 7 Mughal empire Akbars rule</p>	<p>*What is Secularism? Why is it important to separate religion from the state? *What is Indian Secularism?</p>	<p>Look at the annual calendar of holidays. How many of them pertain to different religions? What does it indicate? How do you relate this to secularism?(Experiential Learning)</p>	<p>Able to realize the values of secularism given by Indian Constitution</p>	<p>Patriotism-Students will be told the difference between secularism and pseudo-secularism. The danger of vote bank politics on the society will also be discussed.</p>	3
<p>JULY 7/22 PT 1 (10th to 17th)</p>	<p>WHY DO WE NEED A PARLIAMENT? Teaching Aids. The pictures of LokSabha, RajyaSabha, Prime Minister and</p>	<p>* Why should people decide? *The role of the Parliament. *Who are the people in Parliament?</p>	<p>Chart work (Art Integration)– Collect pictures of the first President, Prime Minister and Council of Ministers of Independent India and paste them in the Chart</p>	<p>Gain a sense of the essential element of the Parliamentary form of the government. *Analyze the role of the people’s agency</p>	<p>Integrated development- Mock Parliament session</p>	4

	<p>President</p> <p>Subject Integration Value Education-Indian National Pledge-Class- VIII</p>			in placing demands for legislation.		
	<p>TRIBALS, DIKUS AND THE VISION OF A GOLDEN AGE</p> <p><u>Teaching Aids</u></p> <p>Political map of India</p> <p>Class 7 HistoryMughal empire (Administrative system)</p>	<p>*How did tribal groups live? *How did Colonial rule affect tribal lives? Tribal Leader- BirsaMunda</p>	<p>Case Study based on a tribal group in Attapadi</p> <p>[worksheet](Experiential Learning)</p>	<p>Discuss the social and cultural world of forests, communities through the study of specific revolts</p>	<p>Indian Culture- Heritage conservation</p>	3
<p>AUGUST 7/20 PT 2 (16th to 23rd)</p>	<p>WHEN PEOPLE REBEL</p> <p>Teaching Aids, Map, Pictures of the leaders of 1857 revolt.</p> <p>Subject Integration English-class 8 Glimpses of the past</p>	<p>Policies and the people. Through the eyes of the people. A Mutiny becomes a popular rebellion. The Company fights back. Aftermath 1857 mutiny</p>	<p>Locate the centers of revolt on an outline map of India.(Art Integration) Prepare a table on the leaders and centers of 1857 revolt.(Activity)</p>	<p>*.Discuss how revolts originate and spread.Analyze the policies of British which Provoked Indians to the rebellion</p>	<p>Patriotism-Does Mahabharat approve collective action of the people against injustice?(Discussion)</p>	3

	<p>COLONIALISM AND THE CITY THE STORY OF AN IMPERIAL CAPITAL</p> <p>[Activity]</p> <p>Subject Integration- Maths-VI and VII- Patterns.</p> <p><u>Teaching Aids</u></p> <p>Digitally Pictures of monuments</p>	<p>What happened to the cities under colonial rule?</p> <p>The Making of New Delhi. Inside the old city</p>	<p>Collect pictures of British era monuments. Create a gallery in the classroom by displaying those pictures.(Art Intgration)</p> <p>Observe the architectural details.(Experiential Learning)</p>	<p>*Identify the rise of newUrban centres.</p> <p>Recognize the developments in Delhi.</p>	<p>Indian Culture showrespect towards Indian art and architecture (Chart work)</p>	2
	<p>UNDERSTANDING LAWS</p> <p><u>Teaching Aids</u> Smart Board</p> <p>Subject Integration History and English-Story of Napoleon</p>	<p>*Do laws apply to all? Unpopular and controversial laws.</p>	<p>Role-Play: Court procedure showing the significance of laws.(Activity)</p>	<p>*Able to understand the System of laws in our country.</p>	<p>Intellectual development understand the need for rules and regulations.</p>	2
<p>SEPTEMBER 10/19 [Revision]</p>	<p>THE JUDICIARY</p> <p>Teaching Aids Photographs of Supreme Court, High Court, Lady of Justice</p> <p>Subject Integration History-Class VI Rural</p>	<p>What is the role of the Judiciary? *What is an Independent Judiciary? *What is the structure</p>	<p>Guest Speaker- A talk on Judiciary.((Activity)</p> <p>Picture study of the lady of Justice why she blind</p>	<p>Recognize the main elements of our judicial structure. *Appreciate the need for the processes followed</p>	<p>Intellectual development-Case Study and discussion.</p>	4

	Admt.	of Courts in India? *What are the different branches of legal system? *Does everyone have access to the courts	folded? What do you think the scales represent? (Sports Integration)			6
OCTOBER 4/21 TERM 1 (5 th to 19 th)	UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM <u>Teaching Aids</u> Newspaper Smart board. Subject Integration Ethics and Morality –Value Education	What is the role of Police in investigating a crime? What is the role of Public Prosecutor? What is the role of the Judge? What is a Fair-Trial?	Imagine you and your classmates are now a part of the criminal justice system. Take up any mock issue and appoint Police, Public Prosecutor, Defence Lawyer and Judge. Divide the whole class into groups to perform functions related to their group.(worksheet) (Activity)	Recall the role of Judiciary in our country.	Intellectual Development: Independent thinking.	4
NOVEMBER 6/25	WEAVERS, IRON SMELTERS, AND FACTORY OWNERS <u>Teaching Aids</u> Political map of India [ACTIVITY] Subject Integration Chemistry-Metals and Geography Cloth making	*Indian textiles and the World market. *The Sword of Tipu Sultan and Wootzsteel come up in India. The life of weavers The life of Workers	On an outline map of India, locate the major centres of different crafts today. Find out when these crafts came up.[MAP WORK] (Activity)	*Give an idea of the technology of weaving and the lives of weavers.	Intellectual development create an awareness on Indian culture	2
	CIVILIZING THE NATIVE AND EDUCATING THE NATION Subject Integration	*How the British saw education?*What happened to local schools?*The agenda for a National Education	Debate on which system of education is better, present or Gurukula system. (Activity) *A PowerPoint presentation	Show how the life of weavers and other workers linked with the life of British people. *Show how the	Indian culture-Pathshala(Gurukula system of Education)	4

	Malyalam and Sanskrit Gurukulam system of education.		on the vision of education of Gandhiji and Tagore. (Technology Integration)	educational system that is seen as universal and history. Discuss how the policies of education are linked to questions of power and cultural identity		
DECEMBER 9/19	WOMEN, CASTE AND REFORMS Teaching Aids Pictures of social reformers Subject Integration Politics class 7 Struggle for equality	Working towards change -Caste and social reforms	Prepare a time line chart on Socio- religious organizations and movements. (Activity) Imagine that you are a member of PrarthanaSamaj. Create a poster against caste inequality, showing people why it is wrong to discriminate against people of the lower castes. [WORKSHEET] (Art Integration)	Discuss why so many reformers focused on the women’s questions, and how they visualized a change in women’s condition. Outline the history of new laws that affect women’s lives	Integrated development-Debate on Education in ancient times and modern times.	4
	LAW AND SOCIAL JUSTICE Teaching Aids-Newspaper Subject Integration Class 6 Science Air pollution.	Bhopal gas tragedy What is a worker’s worth?	Find out the sources of environmental pollution in your area. What are the steps being taken to reduce the pollution? As a student what is your role in the enforcement of laws to protect environment. (Experiential Learning)	Group Discussion on the role of government in regulating economic activities. Eg;- Analyzing the reasons of ‘Bhopal Gas Tragedy’	Intellectual development Able to understand the basic rights of an Individual	3
	SOCIAL JUSTICE AND THE MARGINALIZED [ACTI	Who are Adivasis? Adivasis and stereotyping	PowerPoint presentation- How Adivasis were increasingly marginalized?	*Create awareness about the role of freedom fighters in	Patriotism Strengthen the feeling of oneness	2

	VITY] Subject Integration History class 8 Ruling the countryside	Adivasis and development. Minorities and Marginalization	(Technology Integration) Outline map of India mark places of the sessions of Congress and centres of movements.[MAP WORK] (Activity)	different phases of national movement		
JANUARY 24/22 PT 3(8 th to 17 th)	THE MAKING OF NATIONAL MOVEMENT(1870'S- 1947) Teaching AidsMap of India, Photographs of Nationalists Leaders Subject Integration Science class 7 salt preparation	Emergence of Indian Nationalism. The growth of mass Nationalism. The March to Dandi. Quit India and later.	Project work – Write an article on the contribution of Gandhiji to the Nationalist Movement in India Locate and Label the places of Satyagraha and Indian National congress sessions on a map. [Map Work] (Activity)	Create knowledge about the various issues that our country faces now and to realize the responsibility of every citizen	Integrated Development- Interview(Two students will be asked to do an interview between Gandhiji and Subhash Chandra Bose.)	4
	INDIA AFTER INDEPENDENCE <u>Teaching Aids,Smart Board.</u> Subject Integration Politics: Forms of Government.	A new and divided nation.A Constitution is written.How were the states to be formed? Planning for development.	Make a PowerPoint presentation on the colonial Art. (Technology Integration)	*Able to understand the influence of Colonialism on Indian art and architecture.	Indian Culture. Recognize differences and distinctions of people in India.	3
	THE CHANGING WORLD OF VISUAL ARTS <u>Teaching Aids</u> Paintings of great artists Subject Integration Class 6 visual arts In Malayalam –Kathakali.	New forms of Imperial art What happened to court artists? The New Popular Indian Art The Search for a National Art	Prepare a Calendar on – Indian Art and architecture (Activity)	Create awareness about great artists of India and their paintings.	Indian culture	3

FEBRUARY	REVISION AND EXAMINATION					
5/23						
TERM 2						
(15th to 25th)						

PLAN-B.

<u>SL.NO</u>	<u>HISTORY</u>	<u>POLITICAL SCIENCE</u>
1	From Trade to Territory	1. The Indian Constitution.
2	Tribals, Dikus and the Vision of a Golden Age	2. Why do we need a Parliament?
3	When People Rebel	3. Understanding Laws
4	Civilizing the native and Educating the Nation.	4. The Judiciary
5	The Making of National Movements(1870's-1947)	5. Understanding our Criminal System.
6	India after Independence.	6. Women, Caste, Reforms.
7	The Changing World of Visual Arts.	7. Law of Social Justice.

CURRICULUM PLANNING(PALLAVUR/TATTAMANGALAM/KOLLENGODE)

Class VIII..Subject:Geography(6) .Resources Materials / text: NCERT.. No. of Units/ Chapter: ...Year 2023-2024

MONTH/No. Of working days/No. of periods per subject	Unit/ Chapter/Sub theme	Key concepts	Activities/Practical/ Technology integration Art integration/ Experiential learning	Learning Outcomes	Integrated values	No of periods for each chapter
June 12/23	Resources Teaching Aid: Chart showing types of resources Tataclass edge Subject integration	Types of resources natural, human, human made resources. Conservation of resources	<u>ASSIGNMENT:-</u> Methods for conservation of resources(Activity) Best out of waste – material. (Art integration) Class test Work sheets Experiential learning- Flower Pot making out of plastic bottles, paper bags,	-Importance and need for conservation of natural resources, -Sensitivity towards environment. -Understand the value of resources and the need for their judicious utilization.	<u>Universal outlook:-</u> Need of resources and their importance in our daily life	12

--	--	--	--	--	--	--

	Geography-7 Our Environment		Drip irrigation With plastic bottles CVP-INTEGRATED PROJECT-Causes of depletion of resources and Resource conservation methods.	Analyses uneven distribution of natural and human made resources on the earth.		
--	--	--	--	--	--	--

MONTH/No. Of working days/No. of periods per subject	Unit/ Chapter/Sub theme	Key concepts	Activities/Practical/ Technology integration-Resource conservation methods	Learning Outcomes	Integrated values	No of periods for each chapter
<p>July</p> <p>12/22</p> <p>PT-I</p>	<p>Land, Soil, Water And</p> <p>Teaching Aid:</p> <p>India Map</p> <p>Chart-Soil profile</p> <p>Tataclass edge</p> <p>Subject integration</p> <p>Science-7</p>	<ul style="list-style-type: none"> • Land use and degradation • conservation of land resources • Soil factors affecting soil formation • Degradation and conservation of soil resources • Problems of water availability 	<p>Experiential learning-</p> <p>SEMINAR:- <u>Reasonsfor water scarcity,water conservationmethods</u></p> <p>Activity-Inter-state water Disputes and the reasons for the depletion of ground water level.</p>	<p>-Identified one’s own environment</p> <p>Importance of conserving flora and fauna.</p> <p>-Describes causes of forest fires and landslides , their risk reduction measures.</p> <p>Justifies judicious use of natural resources-such as water ,soil, forest to maintain developments in all</p>	<p><u>Universalo outlook:</u></p> <p>Develop love towards nature and ecological balance</p>	<p>12</p>

	Water, soil		Work sheet Class test Model making of soil profile (Art integration)	areas		
--	--------------------	--	--	-------	--	--

<p>August</p> <p>10/20</p> <p>PT-II</p>	<p>Natural Vegetation, Wildlife</p> <p>Subject integration</p> <p>Science-6</p> <p>Living organisms</p> <p>Mineral resources</p> <p>Teaching Aid:</p> <p>World map</p> <p>India Map</p> <p>Tataclassedge</p>	<p>Natural vegetation and wildlife resources</p> <ul style="list-style-type: none"> • Types Of Minerals- Metallic & Non-Metallic. • Uses and Conservation 	<p><u>MAP SKILL:-</u></p> <p>National parks and wildlife sanctuaries of India</p> <p>study of birds, animals(Experiential Learning)</p> <p>PPT on bird watching(Art integration)</p> <p><u>POSTER MAKING:-</u></p> <p>Mineral conservation methods</p> <p>Work sheet</p> <p>Class test</p>	<p>Understand the importance of forest and wildlife in our environment as well as develop concept towards depletion of resources</p> <p>Locates distribution of important minerals</p> <p>-Develop concern towards the depletion of mineral resources and their judicious use.</p>	<p>Harmony in creation</p> <p>Environmental education</p> <p><u>Intellectual development:</u></p> <p>new methods of energy conservation</p>	<p>4</p> <p>4</p>
--	---	---	--	--	---	---------------------------------

	Atlas Subject Intergration Science-6 Sorting Materials in to group		Jewellery making- (Art Integration)			
--	--	--	--	--	--	--

<p>September 8/19</p>	<p>Power resources</p> <p>Teaching Aid: World Map India Map Tataclass edge Atlas</p> <p>Subject intergration</p> <p>Science- 8 Metals and non-Metals</p>	<ul style="list-style-type: none"> • Conventional resources • Coal • Petroleum • Naturalgas • Hydro Electricity • Non - conventional resources, • Conservation of power resources 	<p><u>GROUP DISCUSSION:-</u></p> <p>Why the Non-Conventional Energy resources are not utilized to the maximumlevel?</p> <p>Seminar- Non conventional source of energy(Experiential learning)</p> <p>Collage making on power resource</p> <p>PPT on solar and wind energy(Technology Integration)</p>	<p>-Understand various types of energy resources as well as their uneven nature of distribution.</p> <p>-Explain the need for their judicious utilization</p> <p>Locates distribution of important minerals –coal and mineral oil on world map</p>	<p><u>Intellectualde velopment:-</u></p> <p>New methods of energy conservation</p>	<p>8</p>
--------------------------------	---	--	---	--	---	----------

<p>OCTO BER 11/21</p> <p>TERM 1 Exam (5th to 19th)</p>	<p>Agriculture</p> <p>Subject integration</p> <p>Science-8</p> <p>Agriculture</p>	<p>Primary Activity, Farming System</p>	<p><u>ACTIVITY:-</u></p> <p>Collection of samples of different grains and classify them on the basis of the following</p> <ol style="list-style-type: none"> 1.Food Crops 2.Fodder Crops 3.Fibre Crops 4.Beverage Crops <p>Art Integration-</p> <p>Pasting different crops on map of India</p>	<p>Understand the importance of growing crops in India and their availability to ensure food security</p>	<p><u>Universal Outlook:</u></p> <p>To analyze the growing need for food security</p>	<p>3</p>
--	---	---	--	---	--	-----------------

MONTH/No. Of working days/No. of periods per subject	Unit/ Chapter/Sub theme	Key concepts	Activities/Practical/ Technology integration	Learning Outcomes	Integrated values	No of periods for each chapter
November 13/25	Agriculture Teaching aid: World map Charts Pictures:Agricultural activities Atlas Subject intergration	<ul style="list-style-type: none"> • Types Of Farming, • Major Crops Of India, • Agricultural Development 	<u>ACTIVITY:-</u> PPT /videos on agricultural activities(Technology integration)	-Understand the importance of growing crops in India and their availability to ensure food security Describes major crops, types of farming and agricultural practices in her/ his own area or state Analyses the factors due to which some	<u>Universal Outlook:</u> To analyze the growing need for food security	13

	Science-8 Agriculture		<u>MAP SKILL:-</u> Major Food crops in India 1.Rice 2.Wheat Pasting grains on India map (Art integration) Visit to agricultural field(Experiential learning)	countries are known for production of major crops.		
--	--	--	---	---	--	--

<p>December</p> <p>9/19</p>	<p>Industries</p> <p>Teaching Aid:</p> <p>India map</p> <p>World map</p> <p>Atlas</p> <p>Tataclass</p> <p>edge</p> <p>Subject</p>	<ul style="list-style-type: none"> • Secondary activity • Classification of industrial activity, • Factors affecting location of industries, • Industrial region, • Distribution of major industries in 	<p><u>Debate:-</u></p> <p>Industry-a 'boon or curse'?</p> <p>Map Skill- Major industrial centers of India</p> <p>Industrial visit.(Experiential learning)</p> <p>Visit to khadi weaving center</p>	<p>-</p> <p>Understand s the evil effect of different types of pollution and get an idea of industrial production process</p> <p>Classifies different types of industries based on raw materials, size and ownership.</p>	<p><u>Universal outlook:-</u></p> <p>Depletion of natural resources</p>	<p>9</p>
---	---	--	---	---	---	-----------------

	intergration Science-6 Garbage in and Garbage out	the world	Work sheet Class test Printing and designing on cotton cloth.(Art integration)	Describes the causes of industrial disasters and their risk reduction measures. Improve creativity of the child		
--	--	-----------	--	---	--	--

<p>January</p> <p>12/24</p> <p>PT-III</p>	<p>Human resources</p> <p>Teaching Aid:</p> <p>World map</p> <p>India Map</p> <p>Atlas</p> <p>Subject intergration</p>	<ul style="list-style-type: none"> • Population, distribution, • Density of population, • Factors affecting distribution of population • Population change, • population composition 	<p><u>COLLAGE WORK:-</u></p> <p>Adverse effect of population growth(Art integration)</p> <p><u>GRAPHICALREPRESENTATION</u> <u>(activity)</u></p>	<p>-Understands the uneven nature of population distribution and the factors of population change.</p> <p>Interprets the world map for uneven distribution of population.</p> <p>Draws bar diagram</p>	<p><u>Universal outlook-</u></p> <p>Citizen of the world- population issues</p>	<p>12</p>
--	---	---	--	--	---	------------------

	Maths – Graph,		<p>Population pyramid of Kenya, Japan and India</p> <p>Work sheet</p> <p>Class test</p> <p>PPT/videos-</p> <p>collect details about a person who changed the world.</p> <p>(Technology integration)</p>	<p>To show population of different countries/ India/ states.</p> <p>Appreciate the life of great personalities.</p>		
<p>February 12/23</p> <p>TERM 2 Exam</p> <p>(15th to 25th)</p>	REVISION					

PLAN –B CURRICULUM

Sl.No	Name of the lesson	Month
1	Resources	June
2	Land ,Soil, Water	July
3	Natural Vegetation and wildlife	August
4	Agriculture	September
5.	Agriculture	November
6	Industries	December
7	Human Resources	January

**CURRICULUM PLANNING FOR THE YEAR 2023-24
(PALLAVUR TATTAMANGALAM KOLLENGODE)
SOCIAL SCIENCE**

Month	Unit/Chapter	Key concepts	Activities	Learning Outcomes	Integrated values	No. of periods	Cbse allotted periods
JUNE 23/23	<p>FRENCH REVOLUTION TEACHING AID Political map of France Smart Board Subject Integration Class VII Geography Ch-Water</p> <p>WHAT IS DEMOCRACY AND WHY DEMOCRACY Subject Integration Art -Cartoon</p>	<p>•The French society during the late 18th century. •The outbreak of the Revolution •France abolishes Monarchy and becomes a Republic</p> <p>Features of Democracy Merits and Demerits of Democracy</p>	<p>MAP ACTIVITY: Locate and label the countries on the world political and Map of Europe. Map of France. Observe the pictures given (Political symbols) and find out what ideas that these communicate? (Experiential Learning) Debate-“Declaration of the rights of men and Citizen” was historic not only for France but also for the entire world.(Activity)</p> <p>Dramatization Any one episode of French revolution(Activity)</p> <p>Collect News paper reports on the Success of</p>	<p>*To know the location of the countries and places.</p> <p>*Understand the society of estates in the Old Regime</p> <p>*The different types of Ideas that inspired the revolution and the wider forces that shaped it.</p> <p>*Understand the ways in which French Republic was established.</p> <p>Understand the value of democracy in Indian context</p>	<p>Universal Outlook</p> <p>Intellectual Development</p> <p>Patriotism - National symbols- Identify the symbols which stand for liberty, equality and fraternity</p> <p>Mental Development</p> <p>Physical development:- Dramatization of why democracy</p>	4	19

	Class English Ch Nelson Mandela				democracy is a better form of government		
SEPTEMBER 12/19 (20-29)	ELECTORAL POLITICS TEACHING AID Smart board presentation related with the topic Subject Integration Class 7 Computer and internet Ch-Nelson Mandela Electoral Politics	Need for elections. *System of elections in India-its unique features •What makes an election Democratic? •What is our system of Elections	Mock election *Debate: Minimum education qualification should be mandatory for contesting in elections (Activity)	Familiarize with our electoral system and-reasons for choosing it	Patriotism Develop an appreciation of citizen's increased participation in electoral politics	4	4
OCTOBER 12/21	TERM-1 (20-30) REVISION						

<p>NOVEMBER</p> <p>12/25 (29-6th)</p>	<p>NAZISM AND THE RISE OF HITLER</p> <p><u>TEACHING AID</u></p> <p>Digitally Political map of world Subject Integration Class 9 Chemical Reaction</p> <p>WORKING OF INSTITUTIONS TEACHING AID Newspaper Digitally Subject Integration Class 6 Maths Ch Fractions</p>	<p>Birth of the Weimar Republic. •Hitler's rise to power •The Nazi world view •Youth in Nazi Germany *Ordinary people and the crimes against humanity.</p> <p>How is major policy decision taken? Parliament Political executive The Judiciary</p>	<p>MAP Activity: Locate and label the places of France. PICTURE COMPREHENSION: From the given figure: What do you understand about Nazi Propaganda and how are the Nazis trying to mobilize different sections of the populations?..(Activity) Video on second world war CLASS TEST AND WORKSHEET</p> <p>Discussion: Think of a major decision made by your state</p>	<p>*To know the location of the places. *Familiarize students with the speeches and writings of Nazi leaders *Discuss the critical significance of Nazism in shaping the politics of modern world</p> <p>Identify the democratic nature of Indian electoral system</p>	<p>Universal Outlook aware of political changes in Europe</p>	<p>19</p>	<p>19</p>
---	--	--	---	---	--	------------------	------------------

			<p>government(Activity) *.How are the Governor, the Council of Ministers, The state assembly and the courts involved in that decision? *Watch the proceedings of Parliament on Doordasrshan and note the i)role of speaker ii)role of opposition</p>		Intellectual development	4	4
<p>DECEMBER 8/19</p>	<p>FOREST SOCIETY AND COLONIALISM TEACHING AID Political map of India Subject Integration Class 6 Geography ChClimate,vegetation and wild life.</p>	<p>Why deforestation? (ONLY)</p>	<p>(Experiential Learning).. CLASS TEST AND WORKSHEET, Video presentation on consequences of deforestation Prepare messages and posters to conserve forests. (Chipko Movement.) (Art Integration) Activity Chart work Major functions of NHRC</p>	<p>Identify the consequences of deforestation. Recognized the social and cultural world of forest communities</p>	<p>Indian Culture Recognize diversities and evaluate differences. Shows respect towards differences</p>	4	3
	<p>DEMOCRATIC RIGHTS TEACHING AID Newspaper reading Subject Integration Class 6 Sanskrit</p>	<p>Rights in a democracy Rights in Indian constitution</p>	<p>Recognition of the ways in which those rights are exercised and denied in real life</p>	<p>Patriotism Create civic consciousness Realize the need to recognize</p>	4	4	

	ChAaha! Aaha!				others rights		
JANUARY 14/24 PT 3	PASTORALISTS IN THE MODERN WORLD Colonial Rule and Pastoral Life(only) (To be assessed in the periodic assessment only) TEACHING AID Videos and story books on Nomads Subject Integration Class 3 EVS REVISION		Experiential Learning).. CLASS TEST AND WORKSHEET, Video presentation on Nomadic Life	Analyze the impact of modern states, making of boundaries ,processes of sedentarization, contraction of pastures and expansion of markets on pastoralism in the modern world.	Shows respect towards differences	10	10
FEBRUARY 12/23	TERM-2						

PLAN-B

SL.NO	HISTORY	POLITICAL SCIENCE
1	The French Revolution	What is Democracy? Why Democracy?
2	The Russian Revolution	Constitutional Design
3	Nazism and Rise of Hitler	Electoral Politics
4	Forest Society and Colonialism	Working of Institutions
5	-----	Democratic Rights

CURRICULUM PLANNING (PALLAVUR/TATTAMANGALAM/KOLLENGODE)

**Class:IX Subject& No. of units:-Geography(3)& Economics(2)Resource material/text:- Contemporary India. Year
2023-24**

MONTH/no.	Unit/ Chapter/ Subthemes	Key concepts	Activities-Technology Integration/Art Integration/Experiential Learning (MIND MAP)	Learning outcomes	Integrated values	No of periods for each chapter	5 CBSE Allotted periods
Working days/No. Of periods per subject	VILLAGE PALAMPUR (ECONOMICS)	<ul style="list-style-type: none"> • Organisation of Production • Farming in palampur • The capital needed in Farming 	Farming and Non-	<ul style="list-style-type: none"> • Understands basic Economic Concepts - Related to production - Agriculture a primary activity and basic factors like 	Universal outlook:- -Observation, Man's role in the system		
June 23/23	INDIA SIZE AND LOCATION (GEOGRAPHY) Subject Integration Teaching aid: SCIENCE- 8 India map Agriculture Atlas Tata class edge World map Subject	<ul style="list-style-type: none"> • Location and size of India and the world • India's Neighbours. • Latitudes Longitudes • Tropic of Cancer 	Farming activities in Palampur village. MAP SKILLS: – EXPERIENTIAL LEARNING Draw a globe and draw India and show the PM, Standard Meridian of India, Equator, Tropic of Cancer. TECHNOLOGY Work sheet INTEGRATION Class test P.P.T -Contribution of India.to the world/ Iam proud to be an Indian	-Understands India's size and location - Non-farm activities -Identifies the states of India along with the capital. -Identify the line latitudes and longitudes. -Identify the states through which the tropic of cancer passes through our country.	Patriotism:- Pride on one's own country	12	12
	Integration Maths Time calculation		Class test Work sheet				

MONTH/no. Working days/No. Of periods per subject	Unit/ Chapter/ Subthemes	Key concepts	Activities-Technology Integration/Art Integration/Experiential Learning	Learning outcomes	Integrated values	No of periods for each chapter	
JULY 17/23	PHYSICAL FEATURES OF INDIA (GEOGRAPHY) Teaching Aid: Atlas India map Tata class edge Subject Integration Our Country India VI	<ul style="list-style-type: none"> • Theory of plate Tectonic • Major physiographic Division <ul style="list-style-type: none"> - Himalayan Mountain - Peninsular plateau - North Indian Plain - Great Deserts - Islands • Importance of Relief 	ART INTEGRATION MAP SKILLS:- Draw and colour the Physiographic divisions of India. Work sheet Class test TECHNOLOGY INTEGRATION Video on different physiographic features of India.(Group Activity) EXPERIENTIAL LEARNING Students will write a report on the	-Understands the major landforms and physical features of India. <ul style="list-style-type: none"> - Identifies the major landforms of India and the way of formation. - Mountain, Plateaus, plain, desert and the coastal region. - Understand the mechanism of mountain formation. 	<u>Patriotism:-</u> Unity in diversity Harmony in creation	15	15

			physiography of the places and show /attach photos and pictures of the places they visited.				
--	--	--	---	--	--	--	--

	<p>PEOPLE AS A RESOURCES (ECONOMICS)</p> <p>Teaching Aid: Digitally</p> <p>Subject Integration</p> <p>GEOGRAPHY-8</p> <p>Human resource</p> <p>Sports</p> <p>Science-health and hygiene</p>	<ul style="list-style-type: none"> • Economic activities by men and women • Quality of population • Health education • Unemployment 	<p>ART INTEGRATION</p> <p>How can u convert you into a human resource?</p> <p>EXPERIENTIAL LEARNING</p> <p>-Mindfulness learning through meditation</p> <p>SPORTS INTEGRATION</p> <p>- Health through sports and yoga</p> <p>Work sheet</p> <p>Class test</p>	<p>-Understands people as an asset can participate and contribute in nation building</p> <p>Identify the importance of education and health for the development of human resources</p>	<p><u>Universal Outlook:-</u></p> <p>Importance of health and education in country's development</p>	5	5
--	---	---	--	--	--	----------	----------

			PT 1				
--	--	--	-------------	--	--	--	--

<p>August 16/20</p>	<p>PEOPLE AS A RESOURCES ... CONTINUE.....</p>	<ul style="list-style-type: none"> • Drainage system in India • Himalayan Rivers • Peninsular Rivers • Role of rivers and lakes in the economy • Pollution • Drainage Basin • Drainage system in India • Himalayan Rivers • Peninsular Rivers • Role of rivers and lakes in the economy 	<p>EXPERIENTIAL LEARNING</p> <p>Visit to a nearby water body</p> <p>ART INTEGRATION</p> <p><u>MAP SKILLS:-</u></p> <p>Himalayan and Peninsular river system, Lakes</p> <p>Worksheets</p> <p>Class test</p>	<p>-Understands the river system of the country and the role of rivers in the evolution of the human society</p> <p>-Understand the use of Lakes and their use-for Human beings</p> <p>-Examine the effects of River pollution on Human beings.</p> <p>-Understands the river system of the country and the role of rivers in the evolution of the human society</p> <p>-Understand the use of Lakes and their use-for Human beings</p>	<p><u>Universal outlook:-</u></p> <p>Protection/care on Holy rivers, Environmental education</p> <p><u>Universal outlook:-</u></p> <p>-Harmony in creation</p> <p>- Environmental education and its importance in our life</p>	<p>15</p>	<p>15</p>
<p>September 6/18</p>	<p>DRAINAGE (GEOGRAPHY)</p> <p>Teaching Aid: India Map Atlas Tataclass edge</p> <p>Subject Integration</p> <p>Hindi –class 5</p> <p>RIVERS</p>						<p>15</p>

				-Analyses the effects of River pollution ‘			
--	--	--	--	--	--	--	--

October		
15/21	Revision and TERM 1 Examination	

CURRICULUM PLANNING (PALLAVUR/TATTAMANGALAM/KOLLENGODE)- TERM-II

MONTH/no. Working days/No. Of periods per subject	Unit/ Chapter/ Subthemes	Key concepts	Activities-Technology Integration/Art Integration/Experiential Learning/	Learning outcomes	Integrated values	No of periods for each chapter	CBSE Allotted periods
November 16/24	POVERTY AS A CHALLENGE (ECONOMICS)Teaching Aid: World map Tata class edge Subject Integration VALUE EDUCATION6 SERVICE TO MAN IS SEVICE TO GOD	<ul style="list-style-type: none"> • Two typical cases of poverty • Poverty according to social scientist • Poverty line • Poverty estimate 	EXPERINTIAL LEARNING Visit poor people –Hari seva activity TECHNOLOGY INTEGRATION P.P.T on Poverty analysis of India and world Work sheet Class test	-Understands of poverty as a challenge and sensitization of the learner -Understanding that people have different opportunities in life based on their employment and income levels	<u>Universal outlook:-</u> Citizen of the world World issues related to poverty	8	5

	<p style="text-align: center;">CLIMATE (GEOGRAPHY)</p> <p>Teaching Aid: India map Digitally Subject Integration SCIENCE -6 SEASONS</p>	<ul style="list-style-type: none"> • Causes for poverty • Anti-poverty measures <p>Indian monsoon North west Monsoon</p> <p>Monsoon</p> <p>Season</p> <p>Monsoon Distribution of Rain fall</p> <p>Monsoon as a unifying bond</p>	<p>TECHNOLOGY INTEGRATION Videos and photos related to celebration of Vishu, Pongal, Holi, Christmas, Eid</p> <p>MAP SKILLS:- Meteorological stations in India-</p> <p>EXPERIENTIAL LEARNING Prepare food as per season(Group Activity)</p> <p>Work sheet Class test</p>	<p>To evaluate the reason for the increase and decrease of temperature. Identify the various factors influencing the climate</p> <p>-Understands the climatic variation of our country and its impact on life of the people</p>	<p>Universal outlook:- Importance of unifying role of monsoon</p>	<p>15</p>	<p>15</p>
--	--	--	--	---	---	------------------	-----------

		<p>climate</p> <p>Controls</p> <p>affecting India's climate</p> <p>-Latitude -Altitude -Pressure and winds</p>					
<p>DECEMBER 10/19</p>	<p>NATURAL VEGETATION AND WILD LIFE Wild Life (only) (GEOGRAPHY) MAP WORK India map Atlas Subject Integration SCIENCE 6 GETTING TO KNOW PLANTS</p> <p>FOOD SECURITY (ECONOMICS)</p>	<p>Wild Life (only)</p> <p>What is food security? <ul style="list-style-type: none"> Why food security? </p>	<p>ART INTEGRATION On the map of India show different types of forests – use different colours. MAP SKILLS:- National parks, wildlife sanctuaries and types of forests. EXPERIENTIAL LEARNING FIELD TRIP Worksheets Class test</p>	<p>Need to protect our nature- flora and fauna -Understand the co relationship between climate and vegetation. -Understand how change in climate or environment is affecting the existence of wild life resources</p> <p>-Understand the need for food security</p> <p>-Role of government in</p>	<p>Universal outlook:- Protection and preservation of nature's gift</p>	<p>2</p>	<p>2</p>

	<p>Teaching Aid: Tata class edge</p> <p>Subject Integration</p> <p>SCIENCE-6</p> <p>FOOD-Where does it come from</p> <p>POPULATION</p> <p>(GEOGRAPHY)</p> <p>Teaching Aid:</p> <p>India Map</p> <p>Atlas</p> <p>Subject Integration</p> <p>ECONOMICS –</p> <p>PEOPLE AS A RESOURC</p>	<ul style="list-style-type: none"> • Who are food secure? • Food security in India • PDS • Buffer stock • Food corporation of India 	<p><u>COLLAGE</u></p> <p>Life of Poor People and Working of Ration shops in Kerala</p> <p>Work sheet</p> <p>Class test</p>	<p>ensuring food supply</p> <p>-Identify the features of food security</p> <p>-Realize the linkages between poverty, unemployment, hunger and slum development</p>	<p><u>Universal outlook:</u></p> <p>=</p> <p>Need for nutritious food</p> <p>For the development of people in different sections in the society</p>	<p>2</p>	<p>2</p>
--	--	--	--	--	---	-----------------	----------

<p>JANUARY 15/24</p>	<p>POPULATION (GEOGRAPHY) Teaching Aid: India Map Atlas Subject Integration ECONOMICS – PEOPLE AS A RESOURCE</p>	<ul style="list-style-type: none"> • Size and distribution • Population density • Population growth • Components of population • Age structure • Sex Ratio • Occupational structure <p>Npp-2000</p>	<p><u>MAP SKILLS:-</u></p> <p>The states having</p> <ul style="list-style-type: none"> • Highest and lowest population • Highest sex ratio and lowest, etc. <p>ART INTEGRATION</p> <p>Population census -Table and Graph</p> <p>Speech -Young India- A boon or bane.</p> <p>EXPERIENTIAL LEARNIG</p> <p>Prepare a questionnaire in the model of Population census</p>	<p>Understands the uneven nature of population distribution</p> <p>-various factors of population change, needs of adolescents population</p> <p>-Analyse the rate at which the population is multiplying with the help of a map</p>	<p><u>Universal outlook:-</u></p> <p>Citizen of the world</p> <p>Population issues</p>	<p>11</p>	<p>11</p>
<p>FEBRUARY</p>	<p>TERM 2</p>						

Sl. No	GEOGRAPHY	ECONOMICS
1	INDIA SIZE AND LOCATION	STORY OF VILLAGE PALAMPUR
2	PHYSICAL FEATURES OF INDIA	PEOPLE AS A RESOURCES
3	CLIMATE	POVERTY AS A CHALLENGE
4	NATURAL VEGETATION	

CURRICULUM PLANNING FOR THE YEAR 2023-2024

HISTORY AND POLITICS

Class: X

Class.....X Subject.....History and Politics Resource material/text...India and the Contemporary world-II, Democratic Politics-II Year....2023-2024

Month/No. of working days/No. of periods per subject	Unit/Chapter/ Sub theme	Key Concepts	Activities /Practical's/ Technology integration	Learning outcomes	Integrated values	No of Periods	Suggestive no. of periods by CBSE
JUNE 17//23	THE RISE OF NATIONALISM IN EUROPE(HIS) TEACHING AID Political map of world Photographs of important personalities related with the chapter	French Revolution and the Idea of a Nation- -The making of Nationalism in Europe	Activity -Watch Videos/ read Textual materials/ read related novels on the French revolution followed by a Class room discussion and presentation Art Integration- Activity --Use of graphic organizers to explain the idea of unification of states to form one nation. (Italy/	Understand how the idea of nation state emerged. Students will be able to critically analyse the policies of unification in Germany and India.	Universal Outlook. Learning to see commonalities .	15	17

<p>JULY-16/23</p>	<p>Let Us be Inspired</p> <p>Class VIII National Movements</p> <p>Subject Integration-Class 8 Value Education</p> <p>POWER SHARING(POLITICS)</p> <p>TEACHING AID</p> <p>Political map of world</p> <p>Digitally</p> <p>Subject Integration-</p> <p>Class 8: Science- Coal and petroleum</p>	<p>Power sharing issues in Belgium and Sri Lanka.</p> <p>*Majoritarianism in Sri Lanka.</p> <p>*Accommodation in Belgium.</p> <p>*Need and Forms of Power Sharing.*Federalism, Meaning</p>	<p>Germany/ Greece)</p> <p>CLASS TEST AND WORKSHEET</p> <p>Technological Integration-Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart</p> <p>Tug of war among the students by diving the group unequally-Sports Integration</p> <p>[CLASS TEST AND WORKSHEET]</p> <p>Art Integration- Collage making on power sharing issues from the news paper.</p> <p>Experiential</p>	<p>Students will be able to understand the concept of power sharing clearly.</p> <p>Students will participate enthusiastically and experience the power distribution</p> <p>Students will be able to analyze the relationship between social cleavages and political competition.</p> <p>Introduce students to the centrality of power</p>	<p>Universal Outlook</p> <p>Familiarize with world issues and role of the decision-makers to resolve the problem of power sharing.</p> <p>Physical development:-</p> <p>Intellectual Development.</p> <p>Appreciate the system of</p>	<p>8</p>	<p>15</p>
-------------------	--	--	--	--	---	----------	-----------

	<p>Digitally</p> <p>Subject Integration-Class VI Hellen Keller-Nari Sakthi</p> <p>NATIONALISM IN INDIA (HIS)</p> <p>TEACHING AID</p> <p>Political map of India</p>	<p>Political expression of social divisions.</p> <p>*Nature of social divisions with Indian politics</p> <p>Social Divisions</p> <p>Position of women in Indian society.</p> <p>Caste in Politics</p> <p>The First World War Khilafat and Non co operation.</p> <p>-Differing strands within the</p>	<p>.Technological Integration-Video Presentation-The story of Circles</p> <p>CLASS TEST AND WORKSHEET</p> <p>Project on Any Social Issue</p> <p>[CBSE]</p> <p>Activity-Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings through a panel discussion or seminars</p> <p>Technological</p>	<p>divisions in different countries..</p> <p>By doing the case study the students will be able to collect information on different situations of social issues.</p> <p>To reflect back ancient period and compare it with changes that have taken place regarding gender equality.</p> <p>Influence of caste and religion on Indian politics.</p> <p>Realize how to conciliate with social divisions in different countries.</p> <p>Evaluate the different phases of nationalist</p>	<p>Indian culture- -Value of empathy and co-operative effort.</p> <p>Universal Outlook- Seeing the diversity of different countries.</p> <p>Indian culture</p> <p>Women were respected in Ancient India</p> <p>Patriotism</p> <p>All religions are treated alike. India is a secular country. There</p>	<p>16</p>	<p>17</p>
--	--	--	---	--	---	-----------	-----------

<p>SEPTEMBER 9/19</p>	<p>Digitally</p> <p>Subject Integration-</p> <p>Value Education</p> <p>Class 8 Unsung Indian Leaders</p> <p>POLITICAL PARTIES(POLITICS)</p> <p>TEACHING AID</p> <p>Newspaper</p> <p>Visual aid</p> <p>Subject Integration-</p>	<p>movement</p> <p>-Towards civil disobedience</p> <p>*Sense of collective belonging.</p> <p>Why do we need political parties?</p> <p>National</p>	<p>Integration-Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging</p> <p>MAP WORK: Locate and name the centers of main events and movements and important sessions of congress.</p> <p>Art Integration-Ek Bharath Shreshta Bharath</p> <p>CLASS TEST AND WORKSHEET</p> <p>PERIODIC TEST 2</p> <p>Project-Reads newspapers, watches video clippings to</p>	<p>movements.</p> <p>Influence of First World War on Indian Freedom Struggle.</p> <p>Feeling of Patriotism developed.</p> <p>-</p> <p>Analyze party systems in democracies.</p> <p>Students will be able to understand the way through which political parties are</p>	<p>is no official religion. No one is discriminated on the basis of religion.</p> <p>Patriotism.</p> <p>Fostering pride in one's country.</p> <p>UNIVERSAL OUTLOOK</p> <p>Talk on Contribution of the Non Violent freedom struggle, and the tools of Satyagraha to the peace and protection of the world.Indian</p>	<p>10</p>	
-----------------------	---	--	--	--	---	-----------	--

OCTOBER -14/21	Hindi- Class VI Gandhiji	parties Regional parties Challenges and Reforms	justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy. Experiential Learning -Form a students' party for the class and select the class leader. Art Integration - Suggest the name for students party and prepare a slogan for it. CLASS TEST AND WORKSHEET	democratically working. Introduction to major political parties in the country The students will be able to assess the outcomes or result of Democracy. Assess the outcomes of the democracy. Interpret the best outcomes of Indian democracy	Culture Inculcate the spirit of nationalism through the different perspectives of Indian Culture Intellectual development Patriotism Arouse patriotism by telling that India is one of the largest democracies in the world where people participate in elections in large numbers.	12
	OUTCOMES OF DEMOCRACY(POLITICS) Subject Integration -Value Education Value and Values Class 9	How do we assess democracy's outcomes?	Technological Integration -Video Presentation-Sharing and caring. CLASS TEST AND			10
	REVISION					

			WORKSHEET				
			TERM 1 ASSESSMENT				
NOVEMBER 16/25	THE MAKING OF A GLOBAL WORLD(HIS) (To be evaluated in the Board Examination - Subtopics:1 to 1.3 Pre Modern World to Conquest,	The pre modern world The nineteenth century (1815-1914) The	Art Integration- Students examine the photographic display/new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the	Understand the factors which transform societies and reshape external relations. The students will be able to experience how globalization made the world so close. -realize how economies	Universal Outlook Exposure to other cultures and philosophies.	12	6

<p>Disease and Trade)</p> <p><u>TEACHING AID</u></p> <p>Political map of world Newspaper Digitally</p> <p>Subject Integration- Sanskrit- VasudaivaKudumbakam.</p> <p>THE AGE OF INDUSTRIALIZATION</p> <p>(To be assessed as part of Periodic Assessments only)</p> <p>PRINT CULTURE AND</p>	<p>inter war economy</p> <p>Before industrialization</p> <p>Steam Power</p> <p>Factories come up</p> <p>Different types of challenges – Redefining democracy first printed books</p> <p>The Reading mania</p> <p>New Forms</p>	<p>form of Newsletter/ cartoon strips/ Inter Disciplinary Project</p> <p>Experiential Learning-What Globalisation got to do with me.</p> <p>CLASS TEST AND WORKSHEET</p> <p>Technological Integration-PPT on Markets</p> <p>Experiential Learning</p> <p>Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization</p>	<p>of various countries are interconnected.</p> <p>Familiarize with the pro to industrial phase and early factory system</p> <p>Enable them to understand industrialization and the impact on labour class.</p> <p>Understand how democracy promotes dignity and freedom.</p> <p>Understand the three main challenges of democracy. Understand how political reforms required improving democratic government</p>	<p>Intellectual development</p> <p>Intellectual development</p> <p>Universal Outlook.</p> <p>-Seeing the world as an integrated</p>	<p>6</p> <p>10</p>	<p>6</p> <p>10</p>
---	--	---	---	---	--------------------	--------------------

			book CLASS TEST AND WORKSHEET Art Integration- Interactive bulletin board. PERIODIC TEST 3				
--	--	--	---	--	--	--	--

Suggestive no. of total periods History by CBSE = 70

Suggestive no. of total periods P.Sci.= 50

PORTION COMPLETION- NOVEMBER -30

CURRICULUM PLANNING, TERM-I– GEOGRAPHY & ECONOMICS (2023-2024)

Class: x...Subject & No. of units/Chapters:-Geography (4),Economics(2)... Resource material/text...Contemporary

India: I

Month/No. of working days / No. of periods per subject	Unit/Chapter/ Sub theme	Key concepts	Activities/Practical's/Technology integration	Learning outcomes	Integrated values	No. of periods for each chapter	Suggestive no. of periods by CBSE
JUNE 17/23	RESOURCES AND DEVELOPMENT(GEO) Teaching Aid: Tataclass edge (India map)- Subject Integration. Sustainable Management of Natural Resources. X- Science.	<ul style="list-style-type: none"> Types of resources Development of resources Planning of resources Land and soil resources Classification of soils Soil Erosion and conservation methods 	MAP SKILLS:- Major soil types of India.(Activity) Previous question paper discussion Imagine, if the oil supply gets exhausted One day, how would this affect our life style? (Poster making) (Art integration) Experiential learning -Plan a survey in your colony/village to investigate people's attitude towards recycling of the	-Understand the value of resources and the need for their judicious utilization and conservation Imagination – compare the life without oil resources and	<u>UNIVERSAL OUTLOOK</u> <u>Environmental studies.</u> <u>Citizen of the world:-</u> Need of resources and their importance in day –to-day life Indian Culture Cultural exposure-Our country is rich in all	6	10

<p>JULY 16/23</p>	<p>DEVELOPMENT (ECO)</p> <p>Teaching aid Extra Marks</p> <p>Subject Integration. Sustainable Management of Natural Resources. X- Science.</p> <p>SECTORS OF THE INDIAN ECONOMY (ECO)</p> <p>Teaching aid: Tataclassedge</p> <p>Subject Integration.-</p>	<ul style="list-style-type: none"> • What development promises • Income and other goals • National development • Compare different countries development 	<p>domestic/agricultural wastes.</p> <p>Asks questions about</p> <ol style="list-style-type: none"> What do they think about resources they use? What is their opinion about the waste, and its utilisation? Collage your results. <p>Work sheet</p> <p>Class test</p> <p>GROUP DISCUSSION:-</p> <p>Activity</p> <p>Developmental goals for different peoples.(collect the answer from each group and combined in to one)</p> <p>.Experiential learning-Invite three different speakers to talk to you about the</p>	<p>contemporary world.</p> <p>Find out different methods to save oil resources.</p> <p>Aware of conservation of resources and waste management</p> <p>- Familiarization of some macroeconomic concepts.</p>	<p>types of resources – flora and fauna , mineral resources, Human resources , Human made resources like monuments etc.</p> <p>UNIVERSAL OUTLOOK</p> <p>Reuse,Recycle judicious use of resource</p> <p>Talk on causes of depletion of resource and steps for conservation of resources</p> <p>Universal outlook</p> <p>How can world</p>	<p>10</p> <p>6</p> <p>7</p>	<p>5</p> <p>6</p>
-------------------------------------	--	--	--	---	--	--	-------------------

		<ul style="list-style-type: none"> Organized and unorganized sectors 	<p>. Experiential learning -Make a long list of all kinds of work that you find adults around you doing for a living. In what way can you classify them</p> <p>Technology integration- (videos/images: Life situation in organized ad unorganized sectors)(Art integration)</p>	<p>how and why governments invest in such an important sector.</p> <p>Classify the occupation in to different categories.</p> <p>Sensitize the learner how people in an unorganised sector are exploited .</p> <p>Understand</p>	<p>t of the country through each sector</p> <p>Intellectual development- how to improve employment through each sector</p> <p>Spiritual development- pooja before agriculture</p> <p>Universal outlook</p> <p>Conserving water</p>		
		<ul style="list-style-type: none"> Water scarcity Need for water conservation and management Multi Purpose Projects Water conservation methods Rainwater Harvesting Khadins and 	<p>Experiential learning- SEMINAR:- Water scarcity in India and need for water conservation</p> <p>MAP SKILLS:-Activity Multipurpose projects in India.</p> <p>Debate: Dam a boon or curse Previous years question paper discussion</p>				

		Johads	Work sheet	the importance of water as a resource as well as develop awareness towards its judicious use and conservation	resource and its importance. Global crisis on water Water pollution <u>Citizen of the world:-</u> Need for develop awareness towards its judicious use and conservation		
--	--	--------	-------------------	---	--	--	--

--	--	--	--	--	--	--	--

	<p>AGRICULTURE (GEO)</p> <p>TEACHING</p> <p>AID:INDIA MAP–</p> <p>Subject Integration.-std- VIII-Agriculture</p>	<p>Types of farming</p> <ul style="list-style-type: none"> • Primitive subsistence farming • Intensive subsistence farming • Commercial farming • Cropping pattern • Major crops in India 	<p>MAP SKILLS:-</p> <p>MAJOR CROPS IN INDIA(Activity)</p> <p>Field visit- visit a farm. Share your ideas about agricultural activities. Prepare a PPT On agricultural activities. (Art integration)</p> <p>Prepare vegetable garden –Organic farming (Experiential learning)</p> <p>Previous years question paper discussion</p> <p>Work sheet</p> <p>Class test</p> <p>PT 1 EXAM</p>	<p>Understand the importance of agriculture in national economy Aware of agricultural activities.</p> <p>Understand the importance of organic farming.</p>	<p>Universal Outlook:- To analyze the growing need for food and its importance</p> <p>Physical Development- Enacting the cropping system Mental development- Taking them to the agriculture field.</p> <p>Intellectual development- Imagine a world of food shortage and suggest methods to prevent food shortage Spiritual development- Pooja before seeding and after harvesting.</p>	<p>6</p>	<p>13</p> <p>10</p>
--	--	--	---	--	--	----------	---------------------

<p>AUGUST 16/22</p> <p>NOTE: THE CHAPTER ‘ MINERAL AND ENERGY RESOURCES</p>	<p>MINERAL AND ENERGY RESOURCES (GEO) Subject Integration.--std-X- Science-Physics chapter 14-Sources of Energy</p>	<ul style="list-style-type: none"> • Classification of minerals • Distribution of minerals in India • Conservation of minerals and Energy resources <p>Conventional and non-conventional energy resources</p>	<p><u>MAP SKILLS:-</u> Distribution of minerals in India.</p> <p><u>Seminar by students</u> Previous years question paper discussion</p> <p>Work sheet</p> <p>Class test</p>	<p>-Discuss various types of minerals and energy resources as well as their uneven nature of distribution and explain the need for their judicious utilization</p>	<p><u>Intellectual</u> <u>development:-</u> New methods of energy conservation</p>	<p>6</p>	<p>1 0</p>
--	---	--	--	--	--	-----------------	------------------------------

	<p>MONEY AND CREDIT (ECO)</p> <p>Teaching aids: modern forms of money, coins, paper note</p> <p>Subject Integration - std- X-Making of the Global World.</p>	<ul style="list-style-type: none"> • Money as a medium of exchange • Modern forms of Money • Loan activities • Formal and informal source of credits <p>Self-help groups(SHG)</p>	<p>ASSIGNMENT: -</p> <p>Role Play –Barter system –Double coincidence of wants (Activity)</p> <p>PPT- Art integration -Presentation of current social issue related to informal sources of credit.</p> <p>Bank visit-(Experiential learning)</p> <p>Previous years question paper discussion</p> <p>Work sheet</p> <p>Class test</p>	<p>-Familiarize the concept of money as an economic concept.</p> <p>-Identify the different sources of credit using in different parts of our country.</p> <p>Understand the functions of a Bank</p>	<p><u>Universal outlook:-</u></p> <p>Awareness about the role of money and financial institutions in our day to day life.</p> <p>Indian culture</p> <p>Lending is part of indian culture</p> <p>Eg: stories from puranas</p> <p>Self Help Group – Helping each others in a group. Flood relief from people.</p>	<p>10</p>	<p>6</p>
--	--	---	--	--	--	------------------	-----------------

<p>SEPTEMBER 8/18</p>	<p>MANUFACTURING INDUSTRIES (GEO) Teaching aid: India map, atlas. Subject Integration - Science- X Our environment Pollution-Garbage in and Garbage out.</p>	<ul style="list-style-type: none"> • Importance of manufacturing • Industrial location • Classification of industries <p>-Agro based -Mineral based</p> <ul style="list-style-type: none"> • Industrial pollution and its conservation • NTPC 	<p><u>POSTER MAKING:-</u> Industrial pollution(Art integration) <u>MAP SKILLS:-Activity</u> Manufacturing industries in India Industrial visit-(Experiential learning) Select one agro-based and one mineral based industry in your area.</p> <p>a) What are the raw materials they used? b) What are the other inputs in the process of manufacturing that involve transportation cost? c) Are these factories following environmental norms.</p> <p>Previous years question paper discussion</p> <p>Work sheet Class test PT 2 EXAM</p>	<p>Made aware of protection of our environment -Discuss the importance of industries in the national economy -understand the regional disparities which resulted due to concentration of industries in some areas.</p>	<p><u>Universal outlook:-</u> Need for planned industrial development and role of government towards sustainable development. UNIVERSAL OUTLOOK: Developed countries and developing countries how they utilised industries Discussion on industrial pollution and environmental degradation and control of Environmental Degradation.</p>	<p>8</p>	<p>9</p>
<p>OCTOBER 16/21</p>	<p>GLOBALIZATION AND THE INDIAN ECONOMY (ECO)</p>	<ul style="list-style-type: none"> • Globalization and the Indian Economy <p>To be evaluated in the</p>	<p>Activity-Debate: advantages& disadvantages of globalization Art Integration -Take some branded products that we use every day (Soaps, toothpaste,garments,electronic goods, etc) Check which of these are produced</p>	<p>Able to express their ideas. Compare the advantages and disadvantages of</p>	<p><u>Citizens of the world:-</u> Impact of globalization in Indian</p>	<p>10</p>	<p>2</p>

<p>NOTE: THE CHAPTER 'CONSUMER RIGHTS' TO BE DONE AS PROJECT WORK.</p>	<p>evaluated in the Board Examination</p> <p>Road ways to Railways only</p> <p>(Inter disciplinary project as part of multiple assessments</p> <p>From pipeline to Tourism as a Trade.</p> <p>Subject Integration -Std VI-Science- Motion and Measurement of Distance.</p> <p>Teaching Aid: India map</p>	<p>-Ocean routes</p> <ul style="list-style-type: none"> • Airways • Communication • International trade • Tourism <p>(Internally assessed for 5 marks)</p> <ul style="list-style-type: none"> • <ul style="list-style-type: none"> • Consumer in the market place • Consumer movements • Consumer rights <p>Learning to become a well-</p>	<p>different modes of Transportation</p> <p>MAP SKILLS:- Activity</p> <p>Four major Means of transportation in India</p> <p>(Art integration) -Crossword puzzles-</p> <p>Art Integration-(Consumer rights& consumer consciousness)PROJECT GIVEN BY CBSE</p>	<p>To explain the importance of transport and communication in the ever shrinking world.</p> <p>To understand the role of trade in the economic development of a country</p> <p>Understood the important National Highways and their destinations</p> <p>-Understand the rights and duties of a</p>	<p>comparison, classification</p> <p>UNIVERSAL OUTLOOK</p> <p>Connecting countries through International trade</p> <p>Today, the world has been converted into a large village with the help of efficient and fast moving transport and developed communication system.</p>	<p>5</p>
---	---	--	--	---	--	----------

	<p>CONSUMER RIGHTS (ECO)</p> <p>FOREST AND WILDLIFE RESOUENCES</p> <p>MAP WORK India map Atlas</p> <p>Subject Integration</p> <p>SCIENCE</p> <p>6</p> <p>GETTING TO KNOW PLANTS</p>	<p>informed consumer</p> <ul style="list-style-type: none"> • Flora and Fauna • Types of vegetation • Factors affecting the distribution of flora and fauna • Ecosystem • Forest types • Conservation of Natural vegetation and wild life ● Community and conservation 	<p>ART INTEGRATION</p> <p>On the map of India show different types of forests –use different colours.</p> <p>Write a short essay on any practices which you may have observed and practiced in your everyday lives that conserve and protect the environment around you.</p> <p>MAP SKILLS:-</p> <p>National parks, wildlife sanctuaries and types of forests.</p> <p>EXPERIENTIAL LEARNING</p> <p>FIELD TRIP</p> <p>Worksheets</p> <p>(</p>	<p>consumer.</p> <p>-Familiarizing the legal measures available to protect from being exploited in market</p> <p>Need to protect our nature- flora and fauna</p> <p>-Understand the co relationship between climate and vegetation.</p> <p>-Understand how change in climate or environment is affecting the existence of wild life resources</p> <p>Understand the ability and knowledge of how forest and wildlife</p>	<p><u>Citizen of the world:-</u></p> <p>Critical issues of consumer movements in India and few organizations helping consumers in different values.</p> <p>UNIV ERSAL OUTLOOK</p> <p>Enviro nmental education</p> <p>Protect ion and preservation of nature’s gift</p>	<p>8</p>	<p>10</p>
--	---	---	---	--	--	----------	------------------

				conservation and management relate to economy and environment both currently and in the future.				
	PT 3 EXAM REVISION AND EXAMINATION.							

Suggestive no. of total periods- Geography by CBSE = 70

Suggestive no. of total periods -Economics = 20

PLAN - B- CURRICULUM 2023-2024

Sl. No	GEOGRAPHY	ECONOMICS
1.	Resources and development	Development
2	Water	Sectors of the Indian Economy
3.	Agriculture	Money and credit

4.	Manufacturing Industries	Globalisation
5.	Minerals	