

	<b>February/March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Chapters</b>	-Resources and Land, Soil, Water, Natural Vegetation and Wildlife as resources. - -When,where and How -The establishment of company rule.	The Indian Constitution and Secularism -Why do we need a Parliament -Human Resources	-Rural life and society -Understanding laws:Law and Social Justice -Mineral and Power Resources -Colonialism and tribal societies	-Colonialism and urban change. -Craft and Industries (OTBA)
<b>Learning Outcomes</b>	<b>-Students will be able to:</b> - Describe the term ‘resources’, its types and discuss Land, soil and water as a resource. - Examine the factors of soil formation, classify the types of soils and enlist different soil conservation measures. - Find out information about natural vegetation and wildlife and its conservation methods.  -Explain and the importance of dates list down the sources of history -Understand the importance of dates and periodization. - Describe the classification of Indian history by James Mill and by Indian historians. - Find out the sources to know about colonial rule. - To analyze the factors that led to the establishment of the British East India Company	<b>Students will be able to:</b> -Define the terms Constitution and secularism. -Enlist the need for a Constitution. - Discuss the main features of the Indian Constitution. - Discuss the importance of separating religion from state. - Find out why India is called a secular country.  ain the working of Parliament and the formation of laws.  -.-Explain the working of Parliament and the formation of laws.	<b>Students will be able to:</b> -Learn about the effects of the company’s agrarian policies -Find out the different policies.  - Locates the expansion of territories  -Comprehend the need of laws in a society.  -Grasp the basics of unpopular and controversial laws.  -Enable the learner to understand the essential meaning of social justice.	<b>Students will be able to:</b> –Understand the process of de-urbanisation.  -Understand the development of 19 th and 20 th centuries.  -Find out handicraft declined in 19 th century.  -To know about the weaving technologies.  -Understand the process of industrialisation and de-industrialisation.
<b>Skills</b>	<b>Knowledge/ Understanding/ Application/Analysis/ Evaluation</b>	<b>Knowledge/ Understanding/ Application/Analysis/ Evaluation</b>	<b>Knowledge/ Understanding/ Application/Analysis/Evaluation</b>	<b>Knowledge/ Understanding/ Application/Analysis/Evaluation</b>
<b>Activities</b>	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>Poster Making/Slogan making/Map work</b> Natural Resources, Vegetation and Wildlife.  <b>PPT((Establishment of East India company)</b>	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>Search work(Parliament)</b>  <b>PPT(Secularism)</b>	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>Project on necessity of laws and interests it protects.(Government and Laws)</b>  <b>Map work(Mineral Resources)</b>	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>Search work- Tribes in India</b>  <b>Craft and Industries (Art integrated project)</b>
<b>Assessments</b>	<b>-Subject Enrichment</b> <b>-Note book evaluation</b> <b>-PeriodicTest</b> <b>- Multiple assessment</b>  <b>Book: Cambridge Social Sciences</b>			

	July/August	September	October	November
<b>Chapters</b>	-Industries and major Industries. -The Judiciary:Understanding our criminal justice system. -The Revolt 1857.	- Understanding and confronting marginalization -Agriculture-Types of Farming and Major crops(Art integrated Project)  - The Indian National Movement : (1885-1919)- (1919-1947)	-Public Facilities -Women, and Reform Challenging the Caste system.	-India After Independence
<b>Learning Outcomes</b>	-Students will be able to:  -Familiarize yourself with industrialization.  -Classify the different types of industries, and their development with locations.  - Enlist the steps taken by the Indian government. To eradicate discrimination  -Describe the term ‘Judiciary’, its composition and functions.  -Discuss about the functions of the Supreme court, High court and Subordinate courts.  Enlist and analyze the main reasons and causes for the emergence and the failure of the revolt of 1857.	-Students will be able to: Explain the term ‘Marginalized’ and enlists the reasons for becoming marginalized.  -Analyze all measures taken to safeguard the welfare of the marginalized groups.  - Comprehend the different types of farming and variety of crops grown to meet the requirements of the growing population.  -Learn about the major crops  -Unravel the story of nationalism that rose among the Indians.  - Outline the contribution made by Mahatma Gandhi and the non-violent mass movements led by him.	- Students will be able to: Analyze the role of the government in improving the life standard of Indians.  -Enlist the special laws made by the Government to safeguard the interests of the public.  - Comment on the plight of the women.  -Provide a broad view of some social reformers and their contribution to uplift women and girl children.	-Students will be able to: Identify the reasons for state formation.  - Explains the various Plans for the development of our Nation after independence.  - Write about the constitutional reforms proposed by the British Govt.
<b>Skills</b>	Knowledge/ Understanding/ Application/Analysis/ Evaluation	Knowledge/ Understanding/ Application/Analysis/Evaluation	Knowledge/ Understanding/ Application/ Analysis/Evaluation	Knowledge/ Understanding/ Application/Analysis/ Evaluation
<b>Activities</b>	<b>Competency skill based Activities /Experiential learning Activities:</b>  -Newspaper activity/Collage Making (Judiciary) -Map work (Industries)  <b>Dialogue Formation on the basis of Picture or Cartoons</b>  (Education and British rule)  - <b>Flow Chart on Hierarchy of Courts.</b>  <b>A talk show with lawyers.</b>	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>Pamphlet or Poem –Marginalized community</b> <b>short video clip-</b> ( The Making of the National Movement :	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>-Report Making on the basis of collected data.</b> (Public facilities in your locality.)  <b>-Case study/Picture Study</b> -Women Social reformers of India	<b>Competency skill based Activities /Experiential learning Activities:</b>  <b>Stories from Discovery of India By Jawaharlal Nehru</b> <b>First PM’s speech at the time of Independence</b>  <b>Talk Show: Disaster Management</b>

**Assessments****-Subject Enrichment****-Note book evaluation****-Periodic Test****- Multiple assessment****Book: Cambridge Social Sciences**