



	April - May	June	July	August
Content	1. Writing and City Life	2. An Empire across Three Continents	3. Nomadic Empire	4. The Three Orders
Learning Outcomes	<p>- Students will be able to</p> <ul style="list-style-type: none"> - familiarize the learner with the interwoven social and cultural aspects of civilization and brief. -Examine the connection between city life and culture of contemporary civilizations through their writings. -To discuss whether writing is significant as a marker of civilization. 	<p>- Students will be able to</p> <ul style="list-style-type: none"> - familiarize the learner with the dynamics of the Roman Empire history of a major world empire. -To discuss implications of Roman's contacts with the subcontinent empires and explain slavery was a significant element in the economy. -To discuss the cultural transformation in that period & impact of the slavery in the development of a country. 	<p>- Students will be able to</p> <ul style="list-style-type: none"> -Describe the varieties of nomadic society and their institutions. -To locate the places in the map and comprehend the spread of the nomadic society. -Discuss whether state formation is possible in nomadic societies 	<p>-Students will be able to</p> <ul style="list-style-type: none"> - Describe the nature of the economy and society of this period and the changes within them. Show how the debate on the decline of feudalism helps in Understanding processes of transition
Skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills,	Critical Thinking and Analysis, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills, Social Awareness and Empathy	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills
Competency Skill Based Activities/ Experiential Learning	<ul style="list-style-type: none"> -To use a table to bring out the connection between city life and culture of contemporary civilizations. Group discussion to discuss whether writing is significant as a marker of civilization. Using Visuals to explain. Video Representation of writing style integrated with I.T. students will draw a picture of the tablet. - FlipTeaching - PPT 	<ul style="list-style-type: none"> -Use of maps to facilitate an easier comprehension of the changing dynamics of political history. -Group discussion on slavery as a significant element in the economy. (Integration with Geography Political Science) - Flip Teaching - PPT 	<ul style="list-style-type: none"> -Discussion on the life of pastoralist society. - A documentary on the life of Genghis Khan will be shown . - Flip Teaching - PPT - Documentary will be shown to learn about the cultural aspects of Mongolian Empire . (Integrated with ICT) 	<ul style="list-style-type: none"> -Debate and explain the Historical phenomenon of feudalism. -Discussion on the impact of feudalism. Pictures and discussions held on renaissance , integration with Art. paintings' or 'slave trade. (Integration with ICT and Art(Painting) - Flip Teaching - PPT - Documentary
Assessment	<p>C.W. Oral Test Model/Project Q/A Session Unit Tests Main Book- Themes in World History (NCERT)</p>			



	September	October	November /December
Content	5. Changing Cultural Traditions	6. Displacing Indigenous People	7. Paths to Modernization
Learning Outcomes	<ul style="list-style-type: none"> - Students will be able to - Explore the intellectual trends and events in the period. -To appreciate the paintings and buildings of the period. -To make a comparative study on women and monuments of Renaissance periods - 	<ul style="list-style-type: none"> - Students will be able to -Sensitize students to the processes of displacements that accompanied -Describe the implications of such processes for the displaced populations. -Reason out the causes of displaced population and its impact on society. 	<ul style="list-style-type: none"> - Students will be able to - Show how notions like ‘modernization’ need to be critically assessed. - Make students aware that transformation in the modern world takes many different forms. - Discuss the domains of Japanese nationalism. - Videos to Describe the upsurge in China and Japan and learn about the era of Shoguns.
Skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills	Critical Thinking and Analysis, Communication and Collaboration, Research and Inquiry skills
Competency Skill Based Activities/ Experiential Learning	<ul style="list-style-type: none"> - Photos and Video clippings to Describe the events and its impact. Research work on the architecture of Church by students Integrated with students will make a portrait of Jesus Christ(integrated with art Mathematics(shape of the Church) Graphic chart to compare the life of women during this period (Integrated with Mathematics) - Flip Teaching - PPT 	<ul style="list-style-type: none"> -Use of factsheets, debates and group-discussions on such issues of displacements, supported with maps. A documentary on the indigenous people will be shown (Integrated with Political Science) Students will draw the symbols of indigenous people(integrated with art) - Flip Teaching - PPT 	<ul style="list-style-type: none"> Demonstrate an Understanding of the concept of modernization and its application in various forms. -Research work and textual reading to comprehend the impact of modernization. Videos to Describe the upsurge in China and learn about the era. (Integrated with Economics as students will collect economic data of China and Japan and make a comparison .) - Flip Teaching - PPT
Assessment	C.W. Model/Project Oral Test Q/A Session Unit Tests Main Book- Themes in World History (NCERT)		