

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -VI
SUBJECT – SOCIAL -SCIENCE

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
GEO-1	Locating Places on the earth	An introduction To maps and its components	* Locating places on the earth *Uses of Maps Day	July Day 1.	July	West *Pass the Map Students pass a ball; whoever gets it. names one physical feature.	* Activity-Based Learning * Experiential Learning *Inquiry-Based Learning * Visual Learning (Map/Globe-based understanding)	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	* Identify and interpret basic features of a map such as symbols, directions, and components. * Collect and use information from maps and globes to locate continents, oceans, and physical features. Represent geographical information using maps and diagrams.	
GEO-1	Geography Ls-1 Locating Places on the earth	Symbols	*Understand-ing Coordinates	Day 2		*Rapid Fire Regions Teacher says “North / South / East / West” students quickly name a state.	*Constructivist *Activity-Based Learning *Inquiry-Based Learning *Visual Learning	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	Students will be able to *Identify basic map symbols used in maps of India (roads, railways, rivers, cities, boundaries). * Recognize and interpret simple map symbols to understand real-world features on a map.	

GEO-1	Geography Ls-1 Locating Places on the earth	Mapping The Earth	*.Latitudes *Longitude	Day 3		*Ball Toss Map Game A ball is thrown to a student. *Student names: Any country / continent / ocean *Then throws to another student.	*Constructivist *Activity-Based Learning *Inquiry-Based Learning *Visual Learning	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	Students will be able to * Identify major continents, countries, and oceans on a world map. * Recall and name geographical locations accurately during the game. * Locate basic world regions using prior map knowledge and visual cues.	
GEO-1	Geography Ls-1 Locating Places on the earth	Understanding Time Zones	*International Date Line	Day 4		Clap Pattern Copy Teacher claps a pattern (e.g., clap-clap-pause-clap). Students repeat. Make it faster each round or let a student lead.	*Constructivist *Activity-Based Learning *Inquiry-Based Learning *Visual Learning	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	Students will be able to *Identify the role of longitude in creating time differences. *Recognise the International Date Line as a boundary where the date changes.	
GEO-1	Geography Ls-1 Locating Places on the earth		Notes	Day 5							

HIS-4	Time line and sources of History	How do we Learn about the Past?	*Introduction of topic	JULY Day 1	JULY	“My Life Timeline” Activity *Ask students to write 4–5 important events from their life (birth, first day of school, trip, etc.) in a chronological order	* Experiential Learning * Activity-Based Learning *Constructivist Approach *Reflective Learning	CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it.	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India’s democratic traditions through its history.	Students will be able to *Explain historical events. *Identify basic sources of history. *Develop curiosity about historical studies.
HIS-4	Time line and sources of History	How is time measured in History?	*Era Gregorian *Calendar *Common Era *Before Common Era	Day 2		True or False (History Sources) “Coins are primary sources” → True “Textbooks are primary sources” → False	*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (timeline/chart-based understanding of time and calendars)	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps.	Students will be able to * Describe how time is measured in history. *Identify the Gregorian Calendar system. *Explain the terms Common Era (CE) and Before Common Era (BCE). *Develop awareness of chronological order in history.

HIS-4	Time line and sources of History	Sources of History	<ul style="list-style-type: none"> *Oral Sources *Literary Sources *Artistic Sources *Archeological Sources 	Day 3		<p>Same or Different?</p> <p>Call out: food, language, dress</p> <p>Students respond: same 👍 or different 👎</p>	<p>*Constructivist approach</p> <ul style="list-style-type: none"> * Activity-Based Learning *Inquiry-Based Learning *Visual Learning (charts, pictures, artifacts, source-based discussion) 	<p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.</p>	<p>C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> * Identify different sources of history. * Describe oral, literary, artistic, and archaeological sources. *Recognise that history is reconstructed using multiple types of evidence. * Develop awareness of how historians study the past. 	
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HIS-4	Time line and sources of History	The Beginnings of Human History	*Early Humans	Day 4		<p>One Word – India</p> <p>Students think of one word that represents India (like culture, unity, diversity). Each student shares their word aloud.</p> <p>👉 This shows that many different ideas can describe one country.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (pictures, charts, and simple illustrations of early human life) 	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.	<p>Students will be able to</p> <ul style="list-style-type: none"> *Explain the concept of early humans. *Identify basic features of early human life. *Recognise that human history has a beginning and has evolved over time. *Develop curiosity about early human existence and lifestyles. 	
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HIS-4	Time line and sources of History	Early Human Communities and the Rise of Civilization	*Growth of Early Communities *Life in Early Settlements *From Hamlets to Villages and Towns	Day 5		Same or Different? The teacher calls out categories like food, language, or festivals. Students respond with gestures (thumbs up/down or raising hands). 👉 Helps students quickly see diversity within the group.	*Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Visual Learning (sequence charts, pictures of settlements, storytelling method)	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.	Students will be able to * Describe the growth of early human communities. * Describe life in early settlements. *Identify the development from hamlets to villages and towns. *Recognise changes in human lifestyle due to settled life.	
HIS-4	Time line and sources of History		Notes	Day 6							

<p>HIS - 8</p>	<p>Unity in Diversity or 'Many in the one'</p>	<p>Introduction of India's rich Diversity Food for All</p>	<p>*Meaning of Unity in Diversity *Forms of Diversity in India</p>	<p>AUGUST Day 1</p>	<p>AUGUST</p>	<p>"Different Yet One" Circle Game *Students stand in a circle *Teacher calls out a category: *"Language you speak at home" *"Favorite festival" "Food you like" *Students say answers one by one</p>	<p>*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (maps, pictures, cultural examples, discussion-based learning)</p>	<p>CG-5 Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues.</p>	<p>C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels.</p>	<p>Students will be able to * Define the meaning of "Unity in Diversity." * Recognize India's rich cultural, linguistic, and regional diversity. * Identify different forms of diversity in India. *Develop appreciation for India's unity despite diversity.</p>	
<p>HIS - 8</p>	<p>Unity in Diversity or 'Many in the one'</p>	<p>Textiles and Clothing</p>	<p>*Different fabrics and Sari reflects Unity in Diversity</p>	<p>Day 2</p>		<p>"Human Chain of Unity" *Students hold hands forming a chain *Each student says one thing different about themselves Chain remains unbroken</p>	<p>*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (textile samples, images of traditional dress, map-based cultural discussion)</p>	<p>CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it.</p>	<p>C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history.</p>	<p>Students will be able to *Identify different fabrics and traditional clothing from various regions of India. *Explain that clothing styles vary across cultures and states. *Recognize the sari and other garments as symbols of cultural diversity. *Evaluate unity in diversity through Indian textiles and clothing.</p>	

HIS - 8	Unity in Diversity or 'Many in the one'	Festival Galore	*Makar Sankranti	Day 3		“Act It Out” <ul style="list-style-type: none"> • one shows festival dance • another shows greeting style (Namaste, handshake, etc.) Others guess	*Constructivist approach <ul style="list-style-type: none"> • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (festival images, storytelling, map-based discussion of regional celebrations) 	CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it.	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India’s democratic traditions through its history.	Students will be able to <ul style="list-style-type: none"> • Identify Makar Sankranti as an important Indian festival. • Explain that the same festival is celebrated in different ways across India. • Recognize regional diversity in festival traditions. • Evaluate unity in diversity through Indian festivals. 	
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HIS - 8	Unity in Diversity or 'Many in the one'	An Epic Spread	*Ramayana and Mahabharata	Day 4		One Word Intro – Name + one word describing your mood	*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (storytelling, pictures, and map-based discussion of epics across regions)	CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it.	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history.	Students will be able to <ul style="list-style-type: none"> • Identify the Ramayana and Mahabharata as major Indian epics. • Explain that these epics are known and retold across different regions of India. • Recognise common values and ideas shared through these epics. • Justify cultural unity through India's literary heritage. 	
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HIS - 8	Unity in Diversity or 'Many in the one'	An Epic Spread	Map Book-Regions of Pulses and India	Day 5		<p>Quick Think-Pair-Share</p> <ul style="list-style-type: none"> • Question: "What makes you unique?" • Students think (30 sec) → discuss with partner (1 min) → share 2–3 answers <p>👉 Link: Just like individuals, India is diverse but connected</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (map-based activity, atlas work, and region identification exercises) 	<p>(CG-7) Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.</p>	<p>(C-7.1) Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga.</p>	Students will be able to <ul style="list-style-type: none"> • Identify major regions of pulse production in India using a map. • Describe how different regions produce different types of crops. • Recognise the relationship between geography and agriculture. • Develop awareness of regional diversity in food production. 	
HIS - 8	Unity in Diversity or 'Many in the one'		Notes	Day 6							

<p>His Ls-5</p>	<p>India, That is Bharat</p>	<p>How do we define India?</p>	<p>Indian Subcontinent .Inhabitants</p>	<p>AUGUST Day 1</p>	<p>AUGUST</p>	<p>“Pass the India Ball” Students stand in a circle. Pass a ball (or any object) quickly while music/clapping continues. When the teacher says “STOP!”, the student holding the ball answers: “Name one thing that represents India”</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (map-based understanding of the Indian subcontinent and discussion-based learning) 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.</p>	<p>C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio- political aspects of human life.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain the meaning of the Indian subcontinent. • Identify India as a diverse geographical and cultural region. • Recognise that India has multiple inhabitants with different cultures and traditions. • Develop awareness of India as a nation with unity in diversity. 	
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<p>His Ls-5</p>	<p>India, That is Bharat</p>	<p>How Indians Named India</p>	<p>*How Indians Named India</p>	<p>Day 2</p>		<p>“Act It Out – India Style”</p> <p>One student acts (no speaking): Dancing Farming Celebrating a festival Others guess Fun way to connect with culture</p>	<p>*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (timeline/map references and discussion-based exploration of historical names of India)</p>	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.</p>	<p>C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga.</p>	<p>Students will be able to</p> <p>*Explain how the name “India” and “Bharat” came into use. *Recognize that India has been known by different names in history. * Develop awareness of India’s historical and cultural identity. * Evaluate the idea of India as a civilisational and unified nation.</p>	
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<p>His Ls-5</p>	<p>India, That is Bharat</p>	<p>How Foreigners Named India?</p>	<p>*How Foreigners Named India</p>	<p>Day 3</p>		<p>“One Word India” Each student says one word about India: “Diverse” “Colorful” “Big” Builds collective understanding</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (map-based references, historical traveller accounts, and discussion method) 	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.</p>	<p>C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> * Compare the ways foreigners referred to India in different historical periods. *Recognize that India had different names in different historical contexts. *Develop awareness of India’s identity through external perspectives. *Support India as a historically significant and globally known region with reasons. 	
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His Ls-5	India, That is Bharat		Map Book Rivers in Indian Subcontinent	Day 4		Thread of Unity *Pass a ball of thread across the class *Each student shares something about themselves *Hold the thread and pass it on Creates a web showing connection and unity	*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (map work, atlas reading, and river identification activities)	CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependenc e between natural phenomena and human life, and their environmental and other implications.	C-6.1 Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed. C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will be able to <ul style="list-style-type: none"> • Identify major rivers of the Indian subcontinent on a map. • Explain the importance of rivers in shaping human settlements. • Recognise the role of rivers in the development of civilisation. • Develop map- reading skills related to physical features. 	
His Ls-5	India, That is Bharat		Notes	Day 5							

CIV-10	Grassroots Democracy -_Part 1 Governance	Introduction of Grassroot Democracy	*Governance *Government	AUGUST Day 1	AUGUST	“Who is the Leader?” Game *One student goes outside *Class secretly chooses a “leader” *Leader starts small actions (clap, tap, etc.) and others follow *The student returns and guesses the leader Shows how leadership works in a group (like a Sarpanch)	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (examples and concept chart of government vs governance) 	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives. C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.	Students will be able to * Justify the meaning of governance and government. *Differentiate between government and governance. *Recognize the importance of grassroots democracy. *Develop awareness of how democratic systems function at different levels.	Assessment As Learning
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<p>CIV-10</p>	<p>Civics Ls -10 Grassroots Democracy -Part 1 Governance</p>	<p>Three Organs of Government</p>	<p>*Legislature *Executive *Judiciary</p>	<p>Day 2</p>		<p>Pass the Question *Pass a ball while music plays. *When music stops, student answers: “What is democracy?” “Who takes decisions in a village?” Activates prior knowledge</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (flow chart/organogram of three organs of government) • Discussion method 	<p>CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.</p>	<p>C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify the three organs of government: Legislature, Executive, and Judiciary. • Evaluate the role of each organ in a democratic system. • Recognise how these organs work together in governance. • Develop awareness of the structure of government in India. 	
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<p>CIV-10</p>	<p>Civics Ls -10 Grassroots Democracy -Part 1 Governance</p>	<p>Three Levels of Government</p>	<p>*Local Government *State Government *Central Government</p>	<p>Day 3</p>		<p>Match the Roles Give cards like: Sarpanch Gram Sabha Villagers Students match with roles: Takes decisions Participates Leads meetings Concept clarity through movement</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (pyramid/diagram showing Local–State–Central government) • Discussion method 	<p>CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.</p>	<p>C-8.1 Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives. C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> *Identify the three levels of government: Local, State, and Central. * Evaluate the role of each level in governance. *Recognize how responsibilities are divided among different levels of government. *Develop awareness of India’s federal structure. 	
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<p>CIV-10</p>	<p>Civics Ls -10 Grassroots Democracy -_Part 1 Governance</p>		<p>About A.P.J .Abdul Kalam</p>	<p>Day 4</p>		<p>Stand–Sit Rapid Fire Teacher says statements: “Democracy means only leaders decide” Students: Stand = True Sit = False</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Storytelling method (life and contributions of A. P. J. Abdul Kalam) • Visual Learning (pictures, timeline, and video clips if available) 	<p>CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.</p>	<p>C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify A. P. J. Abdul Kalam as a respected Indian leader and scientist. • Understand his contribution to India’s development. • Recognise the importance of values like hard work, dedication, and service to the nation. • Develop inspiration from great national personalities in a democratic society. 	
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CIV-10	Civics Ls -10 Grassroots Democracy -_Part 1 Governance	Democracy	MLAs/MPs Assemblies Debate	Day 5		Rapid Fire Questions The teacher asks quick, simple questions (favorite food, hobby, festival). Students answer instantly without thinking too much. 🖱️ Creates energy and keeps everyone engaged.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Role-play (mock assembly and debate activity) • Discussion method • Visual Learning (flow chart of MLAs, MPs, and legislative assembly functioning) 	CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society. C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general.	Students will be able to *Explain the meaning of democracy. *Identify who MLAs and MPs are and their roles. *Recognize the function of legislative assemblies. *Develop awareness of how debates are used in democratic decision-making.	
CIV-10	Grassroots Democracy -_Part 1 Governance	NOTES									Assessment For Learning

CIV - 09	Family and Community	Family	Different types of families and communities	SEPTEMBER Day 1	SEPTEMBER	Word Intro Each student introduces themselves in 3 words only “Funny, cricket, pizza” Quick, low-pressure speaking	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (family tree charts, pictures of nuclear and joint families, community examples) 	(CG-4) Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	(C-4.1) Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of family and community. • Identify different types of families (nuclear, joint, etc.). • Recognise different types of communities. • Develop awareness of the importance of family and community in social life. 	
CIV - 09	Family and Community	Roles And Responsibilities	The roles and responsibilities within families and Neighborhoods	Day 2		Stretch & Follow Me Students stand and follow teacher: stretch hands touch toes neck rotation shoulder rolls	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Role-play (family and neighborhood situations) • Discussion method • Visual Learning (charts showing roles and responsibilities in family and community) 	(CG-4) Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	(C-4.2) Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general.	Students will be able to <ul style="list-style-type: none"> • Identify the roles and responsibilities of family members. • Identify responsibilities within neighbourhoods. • Recognise the importance of cooperation and sharing duties in society. • Develop awareness of social responsibility in daily life. 	

CIV - 09	Family and Community	Community	*Community cooperation *Role of organizations in community help	Day 3		Quick Response Round Teacher says: “Red!” → students say first thing that comes to mind “School!” → one-word answer	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (examples of community helpers and organisations through pictures/charts) 	(CG-4) Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	(C-4.1) Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of community cooperation. • Identify ways in which people cooperate in a community. • Recognise the role of organisations in providing help to the community. • Give examples of community helpers and institutions that support society. 	
CIV - 09	Family and Community	Community	*Rural and urban community examples	Day 4		Rhythm Clap Warm-Up Teacher claps a pattern Students repeat it Gradually increase speed Builds listening skills	*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Discussion method *Visual Learning (pictures and comparison chart of rural and urban communities)	(CG-4) Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	(C-4.1) Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society	Students will be able to <ul style="list-style-type: none"> • Identify rural and urban community examples. • Differentiate between rural and urban communities. • Recognise characteristics of rural and urban communities. • Develop awareness of how community life varies across rural and urban areas. 	

CIV - 09	Family and Community		Notes	Day 5							
Economics 13	The Value of Work	The Value of Work	*Importance of the Value of Work	OCTOBER Day 1	OCTOBER	Rhythm Clap Warm-Up Teacher claps a pattern Students repeat it Gradually increase speed Builds listening skills	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (pictures of different occupations and workplace examples) 	(CG-9) Understands the processes of economic activities (production and consumption, trade, and commerce).	(C-9.1) Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.	Students will be able to <ul style="list-style-type: none"> • explain the importance of the value of work in everyday life and in society. • describe how different types of work contribute to production, consumption, and the functioning of the economy. • identify various occupations and understand their role in meeting the needs of individuals and society. 	

Economics 13	The Value of Work	Economic Activities	*Economic Activities *Non-economic activities	Day 2		“Guess the Job” Game *Write different occupations (farmer, teacher, delivery worker, doctor, shopkeeper, etc.) on slips. *One student acts out the job without speaking. *Others guess the job.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (examples of daily life economic activities through pictures and charts) 	(CG-9) Understands the processes of economic activities (production and consumption, trade, and commerce).	(C-9.1) Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.	Students will be able to <ul style="list-style-type: none"> • Explain what economic activities are with examples from daily life. • Identify different types of occupations such as farmer, teacher, delivery worker, doctor, and shopkeeper. • Classify and recognise various economic activities based on real-life situations. • Identify how different occupations contribute to the economy and society. 	
Economics 13	The Value of Work	Economic Activities	*Types of Economic Activities	Day 3		Quick Freeze Role Play *Students move around freely. *Teacher says “Freeze + Job” (e.g., Freeze – tailor!) *Students freeze in that pose.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (classification chart of different types of economic activities with examples) 	(CG-9) Understands the processes of economic activities (production and consumption, trade, and commerce)	(C-9.1) Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of different types of economic activities with examples from daily life. • Identify and classify different types of economic activities such as primary, secondary, and tertiary activities. 	

Economics 13	The Value of Work	The Importance of Non Economic Activities	*Seva :Selfless Service	Day 4		<p>Yes/No Step Game</p> <p>*Students step forward for YES, backward for NO</p> <p>*Statements: “All work is paid” “Housework has value”</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (real-life examples and picture-based discussion on Seva/selfless service) 	(CG-9) Understands the processes of economic activities (production and consumption, trade, and commerce)	(C-9.1) Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain the meaning of non-economic activities and their importance in daily life. • Identify the concept of Seva (selfless service) and its relevance in society. 	
Economics 13	The Value of Work	The Strength of Community Participation	*Van Mahotsav	Day 5		<p>Stand If...</p> <p>The teacher gives statements like:</p> <ul style="list-style-type: none"> • “Stand if you speak more than one language” • “Stand if you celebrate different festivals” <p>Students stand if it applies to them.  Visually demonstrates diversity and unity in the group.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (posters/images of cleanliness drives and community participation activities) 	(CG-4) Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	(C-4.2) Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general.	<p>Students will be able to</p> <ul style="list-style-type: none"> • Explain the meaning and importance of community participation in environmental activities like Van Mahotsav. • Recognise how collective action contributes to environmental protection and sustainability. 	
Economics 13	The Value of Work		Notes	Day 6							Assessment Of Learning

GEO-2	Oceans and Continents	Oceans And Continents	*Meaning of Oceans and Continents	NOVEMBER Day 1	NOVEMBER	Globe Pass Game *Students pass a ball/globe in a circle. *When music stops, the student holding it names one continent or ocean. Purpose: Recall and engagement.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (globe/map-based identification of oceans and continents) • Discussion method 	(CG-6) Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	(C-6.2) Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of oceans and continents. • Identify major continents and oceans on a globe and map. • Locate oceans and continents on a world map using visual references. 	
GEO-2	Oceans and Continents	The Distribution of Water and land on the Earth. Oceans	*Areas consist of oceans -sea, bay, gulf.	Day 2		Corner Corners Game *Label corners: Asia, Africa, Europe, Oceans etc. *Teacher calls a name; students run to correct corner. Purpose: Active learning + map awareness	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (maps/diagrams showing oceans, seas, bays, and gulfs) • Discussion method 	(CG-6) Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	(C-6.1) Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed.	Students will be able to <ul style="list-style-type: none"> • Explain the distribution of water and land on the Earth. • Identify major continents and oceans on a map and globe. • Differentiate between oceans, seas, bays, and gulfs. 	

GEO-2	Oceans and Continents	Oceans and Disasters	*Storms, *Tsunami	Day 3		<p>Word Splash” Activity Write these words on the board: Ocean, Storm, Tsunami, Continent, Waves, Disaster Ask students:</p> <ul style="list-style-type: none"> • “What comes to your mind when you see these words?” • Let them quickly share ideas or draw small sketches. <p>This activates prior knowledge and sets context for the lesson</p>	*Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Visual Learning (diagrams/videos of storms and tsunamis, disaster impact charts) *Discussion method	(CG-6) Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	(C-6.1) Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of ocean-related disasters such as storms and tsunamis. • Identify causes and effects of storms and tsunamis. • Recognise the impact of ocean-based disasters on human life and environment. 	
GEO-2	Oceans and Continents	Continents Island	*Explanation of all continents	Day 4		<p>“Introduce Your Partner”</p> <p>Pair students up.</p> <p>Each interviews the other (name, hobby, favorite food).</p> <p>Then introduces their partner to the class.</p> <p>Encourages communication and confidence.</p>	• Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (world map/globe-based identification of continents) • Discussion method	(CG-6) Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	(C-6.1) Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of continents. • Identify all continents on a world map and globe. • Locate and name continents accurately on a map. • Recognise the distribution of landmasses on Earth. 	

GEO-2	Oceans and Continents	Oceans and Life	*Importance of oceans for life	Day 5		Ball Toss Introduction” <ul style="list-style-type: none"> • Toss a soft ball around the class. • Whoever catches it says: <ul style="list-style-type: none"> ○ Name ○ One fun fact <p>Keeps students alert and involved</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts/diagrams showing importance of oceans, climate links, and human use) 	(CG-6) Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	(C-6.4) Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)	Students will be able to <ul style="list-style-type: none"> • Explain the importance of oceans for life on Earth. • Identify ways in which oceans support human life and activities. • Recognise the role of oceans in climate regulation and weather patterns. 	
GEO-2	Oceans and Continents		Map Book Ocean and Continents	Day 6		“One Word Check-In” <p>Ask:</p> <p>“Describe your mood in one word.”</p> <p>Examples: happy, sleepy, excited, tired</p> <p>Quick way to gauge class energy.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (map book/atlas work for locating oceans and continents) • Discussion method 	(CG-6) Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.	(C-6.2) Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies.	Students will be able to <ul style="list-style-type: none"> • Identify and locate major oceans and continents using a map book or atlas. • Develop map-reading skills to understand global spatial distribution. • Recognise the relative positions of continents and oceans on the Earth. 	
GEO-2	Oceans and Continents		Notes	Day 7							

<p>HIS-6</p>	<p>The Beginnings of Indian Civilisation</p>	<p>What is a Civilization</p>	<p>*What is a Civilization</p>	<p>DECEMBER Day 1</p>	<p>DECEMBER</p>	<p>Rapid Fire Questions *Ask quick questions: *Did early humans cook food? *Did they live in cities? *Did they use mobile phones? (fun!) Students answer YES/NO.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts/pictures showing features of early civilizations) 	<p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.</p>	<p>C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Define the meaning of civilisation. • Identify basic features of a civilisation. • Recognise how early societies developed into civilisations. • Develop awareness of early human progress. 	
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HIS-6	The Beginnings of Indian Civilisation	From Village to City	*From Village to City *The Sarasvati River	Day 2		Draw Your Life Without Technology *Ask students to draw: “Your life without electricity, vehicles, or phones.” *Compare with early human life. Purpose: Builds empathy and understanding of challenges.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (maps/diagrams of early settlements and rivers) • Discussion method 	CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.	Students will be able to * Evaluate the transition from villages to cities. *Recognize the importance of rivers in early civilization. *Identify the role of the Sarasvati River in ancient settlements. *Develop awareness of early urban development in India.	
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<p>HIS-6</p>	<p>The Beginnings of Indian Civilisation</p>	<p>Town Planning</p>	<p>*Town Planning</p>	<p>Day 3</p>		<p>“From Hunter to Farmer” Role Play Divide class: Group 1: Hunters Group 2: Early farmers *Each group explains their daily life. *Purpose: Introduces transition to settled life.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (city layout/maps of Harappa and Mohenjo-daro) • Source-based learning (pictures/replicas of artefacts and town planning features) 	<p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.</p>	<p>C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s socio-cultural beliefs and concepts over time (e.g., Ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Identify and interpret sources related to Indus Valley town planning (Harappa, Mohenjo-daro). • Describe features of town planning such as grid system, drainage system, citadel, and lower town. 	
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HIS-6	The Beginnings of Indian Civilisation	Water Management	*Water Management	Day 4		One-Word Mood Check *Ask: "How are you feeling today?" *Students answer in one word only .	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (diagrams/models of drainage systems, wells, and water storage in Indus Valley sites) • Discussion method 	(CG-6) Understands the spatial distribution of resources, interdependence between natural phenomena and human life, and environmental implications.	C-6.1 Explains natural phenomena like water flow and its role in human settlements C-6.2 Identifies distribution and use of water resources in different regions	Students will be able to <ul style="list-style-type: none"> • Describe how the Indus Valley Civilisation used water sources like rivers, wells, and rainfall. • Explain water management features such as wells, drains, reservoirs, and tanks. 	
HIS-6	The Beginnings of Indian Civilisation	What did Harappan Eat?	What did Harappan Eat?	Day 5		Clap Pattern Game *Teacher makes a clap pattern *Students repeat it *Increase difficulty	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (food chart/pictures of Harappan diet and artefacts) • Discussion method 	(CG-3) Draws connections between causes and effects of different social and historical events and connects them with human life.	C-3.1 Analyses changes in early human society from nomadic life to settled agriculture and food habits.	Students will be able to <ul style="list-style-type: none"> • Identify the food habits of the Harappan people. • Explain that Harappans ate cereals, pulses, fruits, vegetables, meat, fish, and dairy products. 	

HIS-6	The Beginnings of Indian Civilisation	A Brisk Trade	Day 6 *A Brisk Trade *Objects of Daily Use Cultural and symbolic objects	Day 6		Quick Draw Challenge *Give 1 minute: "Draw anything!" *Show to class Emoji Expression Game *Teacher says a feeling (happy, angry, sleepy) Students show it using only facial expressions	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (pictures/models of artefacts, seals, pottery, and trade goods) • Source-based learning (analysis of objects and their uses in early civilisation) 	CG-1: Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations. CG-2: Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes.	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life. C-2.1 Explains and analyses major changes in the past and their impact on society.	Students will be able to <ul style="list-style-type: none"> • List and explain objects of daily use such as pottery, tools, and ornaments. • Recognise cultural and symbolic objects like seals and figurines and explain their significance. • Explain how trade and objects reflect the lifestyle and culture of early Indian civilisation. 	
HIS-6	The Beginnings of Indian Civilisation	The End or a New Beginning?	*The End or a New Beginning?	Day 7		"Yes/No Corners" <ul style="list-style-type: none"> • Label corners: YES / NO / MAYBE • Ask fun statements: <ul style="list-style-type: none"> ◦ "I like homework" ◦ "I wake up early" Students move to their choice.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (timelines/flow charts showing continuity and change) • Discussion method 	<ul style="list-style-type: none"> • CG-1: Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations. • CG-2: Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes. 	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps. C-2.1 Explains and analyses major changes in the past and their impact on society.	Students will be able to <ul style="list-style-type: none"> *Distinguish between the concepts of "end" and "continuity" in historical development. *interpret the idea that historical changes can represent both decline and the beginning of new cultural phases. 	

HIS-6	The Beginnings of Indian Civilisation		Map Book Settlements of Indus-Saraswati civilization	Day 8		<p>“Funny Introductions”</p> <ul style="list-style-type: none"> • Students introduce themselves as: <ul style="list-style-type: none"> ○ a superhero ○ an animal ○ a movie character <p>Encourages creativity and laughter.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (map book/atlas-based locating of Indus-Saraswati settlements) • Discussion method 	<p>CG-6: Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications.</p>	<p>C-6.4 Correlates patterns of settlements with landforms, river systems, and availability of resources</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Locate major settlements of the Indus Valley Civilization such as Harappa and Mohenjo-daro on a map. • Identify the spread of settlements along river systems, including the Indus and Saraswati river regions. 	
HIS-6	History Ls-6 The Beginnings of Indian Civilisation		Notes	Day 9							

CIV-11	Grass Roots Democracy-Part-2 Local Government in Ruler area	Introduction of Local Government in Rural Areas	*Panchayati Raj System *Gram panchayat	DECEMBER Day 1	DECEMBER	Rapid Fire Ask quick questions: <ul style="list-style-type: none"> • Village or city? • Big house or small house? • Leader or follower? 	* Constructivist approach *Activity-Based Learning *Inquiry-Based Learning *Discussion method *Visual Learning (flow chart/diagram of Panchayati Raj System and Gram Panchayat structure)	CG-8: Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning and importance of local government in rural areas. • Describe the Panchayati Raj System as a system of rural self-governance. • Identify the structure and functions of the Gram Panchayat. 	
CIV-11	Grass Roots Democracy-Part-2 Local Government in Ruler area	Introduction of Local Government in Rural Areas	Exemplary sarpanch	Day 2		One-Word Game Ask: “Say one word when you hear <i>village</i> ” Write answers like: <ul style="list-style-type: none"> • Farms • People • Nature • Panchayat 	• Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Storytelling method (case studies of exemplary Sarpanch) • Discussion method • Visual Learning (pictures/videos of Panchayat activities and leadership roles)	CG-4: Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	C-4.2 Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general.	Students will be able to <ul style="list-style-type: none"> *recognize the importance of leadership in rural governance through examples of exemplary Sarpanch. *explain how local self-government strengthens democracy at the grassroots level. 	

CIV-11	Grass Roots Democracy-Part-2 Local Government in Ruler area	Child Friendly Panchayati Initiative	Day 3 Child Friendly Panchayati Initiative	Day 3		Quick Role Guess Act like: <ul style="list-style-type: none"> • A leader giving instructions • A worker cleaning roads Students guess the role.	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts/posters on Child Friendly Panchayati initiatives and participation activities) 	(CG-4) Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions.	(C-4.2) Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general.	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of Child Friendly Panchayati Initiative. • Identify the role of Panchayati Raj institutions in rural governance. • Recognise the importance of participation of children and citizens in local governance activities. 	
CIV-11	Grass Roots Democracy-Part-2 Local Government in Ruler area	Panchayat Samiti and Zila Parishad	Day 4 Panchayat Samiti and Zila Parishad	Day 4		Yes / No Corners <ul style="list-style-type: none"> • Move left = YES, right = NO Ask: <ul style="list-style-type: none"> • Do villages need leaders? • Can people solve problems alone? 	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (flow chart/diagram of three-tier Panchayati Raj system) • Discussion method 	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level.	Students will be able to <ul style="list-style-type: none"> • Identify the three tiers of the Panchayati Raj system: Gram Panchayat, Panchayat Samiti, and Zila Parishad. *Explain the structure and functioning of each level of rural local government. 	

CIV-11	Grass Roots Democracy-Part-2 Local Government in Ruler area		Notes	Day 5							
HIS-07	India's Cultural Roots	Introduction of India's Cultural Roots	Introduction of India's Cultural Roots	JANUARY Day 1	JANUARY	<p>Picture Imagination (No materials needed) Say: “Close your eyes and imagine a village” Ask:</p> <ul style="list-style-type: none"> • What do you see? • Who is managing things? 	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (maps, cultural artifacts, and regional examples of India's diversity) 	<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.</p>	<p>C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Recognise examples of cultural diversity in different regions of India. • Support the importance of cultural harmony and coexistence with reasons. • Define the concept of India's cultural roots. • Explain the meaning of unity in diversity. 	

HIS-07	India's Cultural Roots	The Vedas and Vedic Culture	a. What are the Vedas?	Day 2		Guess My Rule <ul style="list-style-type: none"> • Teacher makes a hidden rule (e.g., only words starting with "B") • Students guess by giving answers 	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts showing the four Vedas and related illustrations) 	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.	C-7.3 Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements.	Students will be able to: <ul style="list-style-type: none"> *Define Vedas *Identify the Vedas as ancient Indian sacred texts *Name the four Vedas (Rig, Yajur, Sama, Atharva) *Explain the importance of Vedas in early Indian culture. 	
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HIS-07	India's Cultural Roots	The Vedas and Vedic Culture	b. Vedic Society C. Vedic schools of thought	Day 3		1-2-3 Freeze <ul style="list-style-type: none"> • Students count 1-2-3 while moving hands • On "Freeze" they must stop instantly 	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts/diagrams showing structure of Vedic society and social life) 	CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India.	C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including Ayurveda and yoga.	Students will be able to: *Describe the structure of Vedic society. *Identify the social divisions (family, tribe, varna system beginnings) *Explain the role of family and community in Vedic life.	
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HIS-07	India's Cultural Roots	Buddhism	Buddhism *Shvetaketu and the seed of reality *Nachiketa and His Quest	Day 5		<p>“Memory Chain”</p> <ul style="list-style-type: none"> • First student says: “I am A and I like apples” • Next repeats and adds their own. • Continues chain. <p>Improves listening and memory.</p>	<ul style="list-style-type: none"> • Constructivist approach • Storytelling method (narration of Shvetaketu and Nachiketa stories) • Inquiry-Based Learning • Discussion method • Visual Learning (story sequence charts and simple concept diagrams of ideas like Atman and Brahman) 	<p>CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations</p> <p>CG-2 Explores the process of continuity and change in human civilizations through specific examples from their context and a few historical episodes.</p>	<p>C-1.1 Collects and interprets stories such as Shvetaketu and Nachiketa to understand ancient Indian cultural and philosophical ideas.</p> <p>C-2.1 Explains continuity of Indian spiritual inquiry from Upanishadic thought to Buddhist philosophy.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Describe the story of Shvetaketu and explain the idea of the seed of reality (Brahman). • Explain the story of Nachiketa and his quest for knowledge about life and death. • Identify key ideas of ancient Indian thought such as Atman and Brahman. 	
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<p>HIS-07</p>	<p>India's Cultural Roots</p>	<p>Buddhism</p>	<p>* The debate of Gargi and Yajnavalkya</p>	<p>Day 6</p>		<p>“What’s Missing?”</p> <ul style="list-style-type: none"> • Show 5–6 objects (or draw them on board) • Students observe for 10 seconds • Remove one → students guess <p>Sharpens attention and focus.</p>	<ul style="list-style-type: none"> • Constructivist approach • Storytelling method (narration of the Gargi–Yajnavalkya dialogue) • Inquiry-Based Learning • Discussion method (guided questioning on ideas of truth and reality) • Visual Learning (concept map/flow chart of key philosophical ideas such as Brahman and knowledge) 	<p>CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes.</p> <p>CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it.</p>	<p>C-2.1 Explains continuity of Indian philosophical inquiry through Upanishadic debates on truth, reality, and knowledge.</p> <p>C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Describe the debate between Gargi and Yajnavalkya in the Upanishadic tradition. • Explain the key ideas discussed in the debate, such as Brahman and ultimate reality. • Justify the importance of women thinkers like Gargi in ancient India. 	
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HIS-07	India's Cultural Roots	Jainism	*Introduction of Jainism and its teachings	Day 7		<p>“Emotion Acting”</p> <ul style="list-style-type: none"> • Call out emotions: happy, angry, surprised, sleepy • Students act them out silently <p>Fun + expressive warm-up.</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts showing teachings of Jainism like Ahimsa, Satya, Aparigraha) 	<p>CG-2 Explores the process of continuity and change in human civilizations through specific examples from their context and a few historical episodes.</p> <p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.</p>	<p>C-2.1 Explains continuity and change in Indian society through the development of Jainism and its principles.</p> <p>C-3.1 Analyses the impact of Jain teachings such as Ahimsa (non-violence), truth, and non-possession on society and human behaviour.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Describe the origin and introduction of Jainism. • Explain the core teachings of Jainism such as Ahimsa, Satya, and Aparigraha (non-possession). • Identify the importance of non-violence and ethical living in Jain philosophy. 	
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<p>HIS-07</p>	<p>India's Cultural Roots</p>	<p>Jainism</p>	<p>*A Jain Story</p>	<p>Day 8</p>		<p>“Clap Copy Game”</p> <ul style="list-style-type: none"> • Teacher makes a clap pattern • Students repeat exactly • Increase speed/difficulty 	<ul style="list-style-type: none"> • Constructivist approach • Storytelling method (Jain story narration) • Inquiry-Based Learning • Discussion method (reflection on values like Ahimsa and truth) • Visual Learning (story sequence charts and value-based concept diagrams) 	<p>CG-2 Explores the process of continuity and change in human civilizations through specific examples from their context and a few historical episodes.</p> <p>CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.</p>	<p>C-2.1 Explains continuity and change in Indian society through the development of Jainism and its principles.</p> <p>C-3.1 Analyses the impact of Jain teachings such as Ahimsa (non-violence), truth, and non-possession on society and human behaviour.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Describe the origin and introduction of Jainism. • Explain the core teachings of Jainism such as Ahimsa, Satya, and Aparigraha (non-possession). • Identify the importance of non-violence and ethical living in Jain philosophy. 	
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HIS-07	India's Cultural Roots	Folk and Tribal roots	*What is a tribe ? *Tribal belief System and Art	Day 9		"Funny Voice Introductions" Students introduce themselves in: <ul style="list-style-type: none"> robot voice 🤖 whisper voice 🗣️ news reporter style 🎤 	<ul style="list-style-type: none"> Constructivist approach Activity-Based Learning Inquiry-Based Learning Discussion method Visual Learning (pictures/videos of tribal life, art, and traditions) 	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.1 Collects and interprets information to understand what a tribe is and how tribal societies function.	Students will be able to . *Describes the belief systems of tribal communities. *Identifies major features of tribal art, music, and traditions. *Describe the close relationship between tribal life and nature. *Recognizes the contribution of folk and tribal cultures to India's heritage..	
	India's Cultural Roots		Notes	Day 10							
GEO - 3	Land forms and life	Introduction Of different Landforms	Different Landforms	JANUARY Day 1	JANUARY	Feel the Landform (Imagination Game) Say: <ul style="list-style-type: none"> "Imagine you are standing on a mountain / desert / river bank." Ask: <ul style="list-style-type: none"> What do you see? What do you feel? 	<ul style="list-style-type: none"> Constructivist approach Activity-Based Learning Inquiry-Based Learning Visual Learning (charts, diagrams, and pictures of different landforms) Discussion method 	CG-2 Explores the process of continuity and change in natural features and human life through specific examples from different landforms.	C-2.1 Explains different landforms and their formation and their impact on human life.	Students will be able to *Defines the term landforms. *Identifies different landforms such as mountains, plains, plateaus, and deserts. * Explains the characteristics of different landforms.	Assessment As Learning

GEO - 3	Geography Ls -3 Land forms and life	Mountains		Day 2		One-Word Association Say: <ul style="list-style-type: none"> • Mountain → ? • River → ? • Desert → ? Students respond with any related word	<ul style="list-style-type: none"> * Constructivist approach *Activity-Based Learning *Inquiry-Based Learning * Visual Learning (pictures, diagrams, and map-based identification of mountains) * Discussion method 	CG-3 Draws connections between the causes and effects of different physical features such as mountains and connects them with their overall impact on human life, including settlement patterns, occupation, transport, climate, and daily life activities.	C-3.1 Analyses the effect of different physical features such as mountains on human life and explains their impact on settlement, occupation, transport, climate, and other aspects of human activities.	Students will be able to <ul style="list-style-type: none"> * Explains what mountains are and identifies them as a major landform of the Earth. *Describes the main features of mountains such as height, slope, and climate conditions. * Explains how mountains are formed in a basic way. 	
GEO - 3	Geography Ls -3 Land forms and life	Mountains	Mountain Environment	Day 3		Guess the Place Describe: <ul style="list-style-type: none"> • “Very hot, sand everywhere” → Desert • “Snow, cold, high” → Mountains 	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (maps, diagrams, and charts of mountain environments) • Discussion method 	CG-2 Explores the process of continuity and change in natural features and human life through specific examples of mountain environments.	C-2.1 Explains mountain environments and their impact on human life	Students will be able to: <ul style="list-style-type: none"> *Define mountain environment. *Identify features of mountain environments. *Explain characteristics of mountain environments. *Describe how mountain environments affect human life and activities. 	

GEO - 3	Geography Ls -3 Land forms and life	Mountains	Life in the Mountains	Day 4		Freeze Geography <ul style="list-style-type: none"> • Students move around the class • Teacher calls a landform • Students freeze in an action: Mountain → hands up River → flowing motion Desert → slow tired walk	*Constructivist approach * Activity-Based Learning *Inquiry-Based Learning * Visual Learning (pictures, case-based maps, and charts on life in mountains) * Discussion method	CG-2 Explores the process of continuity and change in natural features and human life through specific examples of mountain environments.	C-2.1 Explains mountain environments and their impact on human life	Students will be able to: *Define mountain environment. *Identify features of mountain environments. *Explain characteristics of mountain environments. *Describe how mountain environments affect human life and activities.	
GEO - 3	Geography Ls -3 Land forms and life	Plateaus	Plateaus *The Tibetan Plateau *The Deccan Plateau	Day 5		Jump or Stay <ul style="list-style-type: none"> • Mountain = Jump • Plain = Stay still • River = Wave arms 	* Constructivist approach *Activity-Based Learning * Inquiry-Based Learning *Visual Learning (maps, diagrams, and pictures of Tibetan and Deccan Plateaus) *Discussion method	CG-6 Understands the spatial distribution of natural features and their relationship with human life and environment.	C-6.1 Explains key landforms such as plateaus including the Tibetan Plateau and the Deccan Plateau. C-6.4 Correlates plateaus with resources, climate, and human activities.	Students will be able to: *Define plateaus as a major landform. *Identify examples such as the Tibetan Plateau and the Deccan Plateau. *Describe the characteristics of plateaus.	

GEO - 3	Geography Ls -3 Land forms and life	Plains	*Plains *Life in the Plains	Day 6		<p>“Who Am I?” (Occupation Guessing Game)</p> <p>*Write different jobs (farmer, teacher, driver, shopkeeper) on chits</p> <p>*Students pick one and act it out</p> <p>*Others guess the occupation and identify the type of economic activity</p>	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (maps, diagrams, and pictures of plains and life in plains) • Discussion method 	CG-6 Understands the spatial distribution of natural features and their relationship with human life and environment.	(C-6.4) Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts).	Students will be able to <ul style="list-style-type: none"> • Explain the meaning of plains. • Describe the characteristics of life in the plains. • Identify different occupations commonly found in plains regions. 	
GEO - 3	Geography Ls -3 Land forms and life		*Map Book Mountain Ranges Plains and Plateaus of the World	Day 7		<p>“Pass the Ball – Name a Job”</p> <p>*Pass a ball while music plays</p> <p>*When music stops, the student holding the ball must:</p> <p>*Name a job</p> <p>Say which sector it belongs to</p>	<ul style="list-style-type: none"> * Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Visual Learning (map book/atlas-based identification of world landforms) * Discussion method 	CG-3 Draws connections between major physical features such as mountain ranges, plains, and plateaus and their impact on human life and activities.	C-3.1 Analyses the relationship between major landforms and human life such as settlement, transport, and occupation.	Students will be able to: <ul style="list-style-type: none"> *Identify major mountain ranges, plains, and plateaus on a world map. *Locate important physical features using atlas and maps. *Describe the distribution of major landforms of the world. 	
GEO - 3	Geography Ls -3 Land forms and life		Notes	Day 9							Assessment As Learning

Economics 14	Economic Activities around us	Introduction of Economic activities around us		FEBRUARY Day 1	FEBRUARY	“Who Am I?” (Occupation Guessing Game) *Write different jobs (farmer, teacher, driver, shopkeeper) on chits *Students pick one and act it out *Others guess the occupation and identify the type of economic activity	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Discussion method • Visual Learning (charts, tables, and diagrams showing economic activities around us) 	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.	C-1.2 Represents and analyses data related to economic activities around us using text, tables, charts, and diagrams.	Students will be able to: *Define economic activities around us. *Identify different economic activities in daily life. *Classify economic activities into production, consumption, and services.	
Economics 14	Ls -14 Economic Activities around us	The Classification of Economic Activities into Economic Sectors	A . Primary Activities	Day 2		“Pass the Ball – Name a Job” *Pass a ball while music plays *When music stops, the student holding the ball must: *Name a job Say which sector it belongs to	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Visual Learning (charts and pictures showing primary activities) • Discussion method 	CG-2 Explores the process of continuity and change in human economic life through classification of economic activities into primary sector activities.	C-2.1 Explains and analyses major changes in the past and their impact on society (<i>linked here as development from primary human activities over time in economic life</i>)	Students will be able to: *Define primary activities as part of economic sectors. *Identify examples of primary activities. *Classify economic activities into the primary sector.	

Economics 14	Ls -14 Economic Activities around us	The Classificatio n of Economic Activities into Economic Sectors	Secondary Activities	Day 3		“Think–Pair–Share: What Do Your Parents Do?” Students think about their family members’ work Discuss in pairs Share with the class	* Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Visual Learning (charts/pictures of industries and manufacturing processes) * Discussion method	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.	Students will be able to: *Define secondary activities as part of economic sectors. *Identify examples of secondary activities such as manufacturing and industry. *Classify economic activities into the secondary sector.	
Economics 14	Ls -14 Economic Activities around us	The Classificatio n of Economic Activities into Economic Sectors	Tertiary Activities	Day 4		Job Mimic Game *One student acts like a farmer, teacher, driver, shopkeeper *Others guess the job Then say: Primary / Secondary / Tertiary	* Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Visual Learning (charts/pictures showing services like transport, banking, and education) * Discussion method	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.	Students will be able to: *Define tertiary activities as part of economic sectors. *Identify examples of tertiary activities such as transport, communication, banking, and education. *Classify economic activities into the tertiary sector.	

Economics 14	Ls -14 Economic Activities around us	Interdependence Among Sectors	Daily co-operative from farm to farm	Day 5		Guess the Activity Teacher says clues: <ul style="list-style-type: none"> • “I grow crops” → Farmer • “I treat patients” → Doctor Students guess the job and sector	<ul style="list-style-type: none"> * Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Visual Learning (flow chart showing interdependence among primary, secondary, and tertiary sectors) * Discussion method 	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	Students will be able to: <ul style="list-style-type: none"> * Define economic activities around us * Identify different economic activities in daily life *Classify economic activities into production, consumption, and services 	
Economics 14	Ls -14 Economic Activities around us	Daily co-operative from farm to farm	Amul milk company	Day 6		“Silly Walk Entry” Students enter or move to their seat using: <ul style="list-style-type: none"> • robot walk • tiptoe walk • giant steps 	<ul style="list-style-type: none"> • Constructivist approach • Activity-Based Learning • Inquiry-Based Learning • Case study method (Amul milk cooperative example) • Visual Learning (flow chart showing farm to factory to market process.) 	CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce).	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society.	Students will be able to: <ul style="list-style-type: none"> *Define economic activities. *Explains the process of production, distribution, and consumption. *Draws and interprets a flow chart showing farm to factory to market process. *Explains the role of cooperative institutions. 	Assessment For Learning

Economics 14	Ls -14 Economic Activities around us		Notes	Day 7							
Civics -12	Grassroots democracy - Part 3 local Government in urban areas	Local Government in Urban Areas	*Introduction *Participatory Democracy	FEBRUARY Day 1	FEBRUARY	“Pass the Ball” Question Game <ul style="list-style-type: none"> • Pass a ball while music plays. • When it stops, student answers: Name one urban service” “Who provides it?” 	* Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Discussion method * Visual Learning (charts/diagrams of urban local government structure and participatory democracy)	CG-2 Explores the process of continuity and change in democratic governance through local government in urban areas.	C-2.2 Recognises elements of continued democratic participation and practices in urban local government.	Students will be able to: *Define urban local government. *Explain the structure of local government in urban areas. *Describe participatory democracy.	
Civics -12	Grassroots democracy - Part 3 local Government in urban areas	Local Government in Urban Areas	Urban Local Government	Day 2		Thumb Voting (Quick Assessment) Ask questions: “Municipality provides water?” 👍 / 👎 “Police comes under municipality?” 👍 / 👎 Students show thumbs up/down.	* Constructivist approach * Activity-Based Learning * Inquiry-Based Learning * Comparison method (Panchayati Raj vs Urban Local Government) * Visual Learning (Venn diagram/chart showing similarities and differences) * Discussion method	CG-2 Explores the process of continuity and change in democratic governance through local government in urban areas.	C-2.2 Recognises elements of continued democratic participation and practices in urban local government.	Students will be able to: *Define urban local government. *Explain the structure of local government in urban areas. *Describe participatory democracy.	

Civics -12	Grassroots democracy - Part 3 local Government in urban areas	Urban Local Bodies	Local government *Functions of Local Urban Bodies *Participatory Democracy	Day 4		Clap Pattern Game <ul style="list-style-type: none"> Teacher claps a pattern Students repeat Increase difficulty 	<ul style="list-style-type: none"> Constructivist approach Activity-Based Learning Inquiry-Based Learning Visual Learning (charts showing functions of urban local bodies and participatory democracy) Discussion metho	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.	Students will be able to: <ul style="list-style-type: none"> Describe the functioning of urban local bodies. Explain citizen participation in urban local governance. Recognize the importance of urban local government structure in democracy. 	
Civics -12	Grassroots democracy - Part 3 local Government in urban areas	The Madras Corporation Services Under the Indore Municipal Corporation		Day 5		Memory Chain <ul style="list-style-type: none"> First student says a word Next repeats + adds another Continues in chain 	<ul style="list-style-type: none"> Constructivist approach Activity-Based Learning Inquiry-Based Learning Case study method (Madras Corporation as an example of urban local governance) Visual Learning (organisational chart/flow diagram of municipal corporation functions) Discussion method	CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society.	C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level.	Students will be able to: <ul style="list-style-type: none"> Explains the concept of local government in urban areas. Describes the structure and functions of municipal corporations. Explains the role of urban local bodies in providing civic services. 	
Civics -12	Grassroots democracy - Part 3 local Government in urban areas		Notes	Day 6							Assessment Of Learning