

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -VIII
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	Natural Resources and their Use	*Introduction When does Nature Become a Resource? *Categories of Natural Resources	*Resources essential for life *Resources for material . *Resources for energy	July Day 1	July	*Pass the Map Students pass a ball; whoever gets it. names one Resource of energy.	I board and Video interactive, experiential, and inquiry-driven,	CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	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-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 – *Learners define natural resources and explain when nature becomes a resource. *Classify resources into life, material, and energy resources. *Give examples from daily life.	
GEO-1	Natural Resources and their Use	Renewable and Non Renewable Resources	* Renewable Resources *Non Renewable Resources	Day 2		“Name It Fast!” Students quickly name 1 renewable resource	I board & Observation of map	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-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	*Students will be able to – *Differentiate between renewable and non-renewable resources. * Analyze the importance of conservation. * Identify examples in their surroundings.	

GEO-1	Natural Resources and their Use	*Distribution of natural Resources and its implication		Day 3		*Rapid Fire Regions Teacher says “North / South / East / West” students quickly name a state.	I board and Video interactive, experiential, and inquiry-driven,	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 *Explain uneven distribution of natural resources. *Understand its economic and social implications. *Interpret simple maps showing resource distribution.	
GEO-1	Natural Resources and their Use	*The ‘Natural Resource Curse’ *Responsible and wise use of Natural Resources :Stewardship	*Restoration and regeneration of renewable resources. *Over exploitation of groundwater :a caselet from Punjab	Day 4		Give 3 clues, students guess the chapter: “Coal, water, forests” → Natural Resources”))	Discussion-based learning	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-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change	Students will be able to- *Explain the concept of the natural resource curse. *Describe sustainable use and stewardship. *Analyze groundwater overuse (Punjab case).	

GEO-1	Natural Resources and their Use	*The 'Natural Resource Curse' Responsible and wise use of Natural Resources :Stewardship	**The Case of cement *A caselet from Sikkim	Day 5		*One Word Game – “Water → Life”	I board and Video Map Reading Discussion-based learning	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- *Evaluate responsible use through real-life examples (cement, Sikkim). *Explain India’s role in renewable energy (International Solar *Alliance). Suggest ways to conserve resources.	
GEO-1	Natural Resources and their Use	*Responsible and Judicious use of resources	*The International Solar Alliance - India’s leadership renewable energy	Day 6		Name & Use – Say one resource + one use	*I board and Video interactive, experiential, and inquiry-driven *Map Reading Discussion-based learning	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- * Locate major resource-rich regions on the map. * Develop map-reading skills.	

GEO-1	Natural Resources and their Use	*Map Work	Map activity	Day 7		Clap if true Clap if statement is correct	*I board and interactive, experiential, and inquiry-driven *Map Reading Discussion-based learning	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- *Develop map-reading and labeling skills.	
GEO-1	Natural Resources and their Use	Notebook work	Notes	Day 8		Clap if true Clap if statement is correct	*I board and Video interactive, experiential, and inquiry-driven *Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
GEO-1	Natural Resources and their Use	Notebook work		Day 9		Clap if true Clap if statement is correct	*I board and Video interactive, experiential, and inquiry-driven *Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

HIS - 2	Reshaping India's Political Map	*Introduction of chapter *Rise and Fall of the Delhi Sultanate		July Day 1	July	“Capital Catch” – Toss ball, say a state student says capital	I board and Video interactive, experiential, and inquiry-driven *Discussion	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	C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice	Students will - *Describe rise and fall of the Delhi Sultanate. *Understand key features of medieval political systems.	
HIS - 2	Reshaping India's Political Map	*Resistance to the Delhi Sultanate	*The Vijayanagara Empire *Krishnadevaraya	Day 2		Guess the State (Teacher give clues to students)	*Observation techniques, and data collection	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society	*Students will - *Explain the significance of Vijayanagara Empire. *Describe contributions of rulers like Krishnadevaraya and Akbar.	
HIS - 2	Reshaping India's Political Map	*The Mughals	*Babur and India *Akbar	Day3		Who Am I? (Clue game)	*Story Telling Method	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society	Students will - .* Analyze Mughal expansion and policies. *Understand social practices like Jauhar.	

HIS - 2	Reshaping India's Political Map	*The Mughals	*What is Jauhar? *Aurangzeb	Day 4		Who Am I? (Clue game)	*Story Telling Method	CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society	Students will - .* Analyze Mughal expansion and policies. *Understand social practices like Jauhar.	
HIS - 2	Reshaping India's Political Map	*Resistance to the Mughals	*Surge of the Rajputs *The Ahoms	Day 5		"State Chain" – Last letter game (Maharashtra → Assam).	*Discussion and Inquiry based	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 – * Identify resistance by Rajputs and Ahoms. *Explain regional power struggles	

<p>HIS - 2</p>	<p>Reshaping India's Political Map</p>	<p>*The Rise of the Sikhs</p>	<p>* Guru Gobind Singh *Chief dynasties</p>	<p>Day 6</p>		<p>Clap if true Clap if statement is correct</p>	<p>Discussion</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-7.3 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 – *. Describe rise of Sikh power and Guru Gobind Singh. *Compare administration of Sultanate and Mughals.</p>	
-----------------------	---	-------------------------------	---	---------------------	--	---	-------------------	---	--	---	--

<p>HIS - 2</p>	<p>Reshaping India's Political Map</p>	<p>*Administering India</p>	<p>*Administration under the Delhi Sultanate</p> <p>*The Mughal administrative framework</p>	<p>Day 7</p>		<p>Rapid Fire Quiz</p>	<p>*Discussion and Inquiry based</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-7.2 Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country</p>	<p>Students will –</p> <p>*Understand the Sultan as the supreme authority in political, legal, and military affairs</p> <p>*Explain how the blending of Hindu and Muslim traditions through the Bhakti and Sufi movements shaped a new, pluralistic Indian identity.</p>	
-----------------------	---	-----------------------------	--	---------------------	--	-------------------------------	--------------------------------------	---	--	---	--

<p>HIS - 2</p>	<p>Reshaping India's Political Map</p>	<p>*Administering India</p>	<p>*People's lives</p>	<p>Day 8</p>		<p>Rapid Fire Quiz</p>	<p>*Discussion and Inquiry based</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 – *Understand the Sultan as the supreme authority in political, legal, and military affairs *Explain how the blending of Hindu and Muslim traditions through the Bhakti and Sufi movements shaped a new, pluralistic Indian identity.</p>	
<p>HIS - 2</p>	<p>Reshaping India's Political Map</p>	<p>Map Work</p>	<p>Map Activity</p>	<p>Day 9</p>		<p>Clap if true Clap if statement is correct</p>	<p>*Map Reading Discussion-based learning</p>			<p>Students will- *Develop map-reading and labelling skills</p>	

HIS - 2	Reshaping India's Political Map	Notebook work	Notes	Day 10		Clap if true Clap if statement is correct	*Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.
HIS - 2		Notebook work	Notes	Day 11		Clap if true Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically
Civics 6	The Parliamentary System: Legislature and Executive	*Introduction *Composition of the parliament of India	*Function	July Day 1	July	*4 Corners Game (Land/Labour)	Video and I board Discussion-based learning	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	*Students will - *Describe composition and functions of Parliament. *Understand role in democracy.

Civics 6	The Parliamentary System: Legislature and Executive	* Legislative Function of the Parliament	*Constitutional function *Lawmaking *Executive accountability	Day 2		Who Am I?" – Guess functions from clues.	Discussion and Inquiry based	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-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage 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 * Explain law making process. *Analyze executive and financial accountability.	
Civics 6	The Parliamentary System: Legislature and Executive	* Legislative Function of the Parliament	*Financial accountability	Day 3		Who Am I?" – Guess functions from clues.	Discussion and Inquiry based	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	Students will * Explain law making process. *Analyze executive and financial accountability.	

Civics 6	The Parliamentary System: Legislature and Executive	*Executive Functions of Parliament	*The President *The Prime Minister and the Council of Ministers	Day 4		* “One Word Describe Executive in one word.	Story Telling 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 – *Describe roles of President and Prime Minister. *Understand Council of Ministers.	
Civics 6	The Parliamentary System: Legislature and Executive	*Difference between Legislature and the Executive	* The Judiciary - Role of checks and Balances	Day 5		* True or False Dash” – Move left/right for answers	Video and I board Discussion-based 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 – *Differentiate Legislature, Executive, Judiciary. *Explain importance of checks and balances	

Civics 6	The Parliamentary System: Legislature and Executive	. *Legislative and executive Functions at the state level	Structure of state Legislatures	Day 6		Who Am I?" – Guess Function from clues	Video and I board Discussion-based learning	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-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage	Students will – *Describe structure of state legislatures. *Compare with central system.	
Civics 6	The Parliamentary System: Legislature and Executive	*Challenges to the Effective Function of the Legislatures	*Productivity	Day 7		Royal Commands" – Teacher gives commands like a king.	observation techniques	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-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage	Students will- *Identify issues like low productivity. *Suggest improvements	
Civics 6	The Parliamentary System: Legislature and Executive	Notebook work	Notebook work	Day 8		Clap if true Clap if statement is correct	Discussion-based learning			Students will - Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	

Civics 6	The Parliamentary System: Legislature and Executive	Notebook work	Notebook work	Day 9		Clap if true Clap if statement is correct	Discussion-based learning			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
HIS - 3	The Rise of Maratha	*Introduction *Who are the Marathas?		August Day 1	August	Who Am I?" – Guess the king from clues	*I board and Video interactive, experiential, and inquiry-driven,	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 - *Describe origin of Marathas. .	

<p>HIS - 3</p>	<p>The Rise of Maratha</p>	<p>Foundation of Maratha Power and the Rise of Shivaji</p>	<p>* Surgical Strike</p>	<p>Day 2</p>		<p>Battle or Not?</p>	<p>*Observation Techniques *Discussion</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-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 - Explain role of Shivaji in state formation</p>	
-----------------------	-----------------------------------	--	--------------------------	---------------------	--	------------------------------	--	--	--	---	--

<p>HIS - 3</p>	<p>The Rise of Maratha</p>	<p>*The Marathas After Shivaji</p>		<p>Day 3</p>		<p>*Quick Quiz Toss a ball— answer a simple question when caught.</p>	<p>*Interactive, experiential, and inquiry-driven *Map Reading Discussion-based learning</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-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>Student will - *Understand Maratha expansion after Shivaji.</p>	
<p>HIS - 3</p>	<p>The Rise of Maratha</p>	<p>*Maratha Administration</p>	<p>*Civilian administration *Military administration</p>	<p>Day 4</p>		<p>*Right or Wrong? Teacher reads statements— students clap if it’s right?</p>	<p>Discussion-based learning Map</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-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies</p>	<p>Student will - *Explain civil, military, and naval systems.</p>	

HIS - 3	The Rise of Maratha	*Maratha Administration	*Maritime supremacy	Day 5		*Right or Wrong? Teacher reads statements—students clap if it's right?	Discussion-based learning Map	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-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Student will - *Explain civil, military, and naval systems.	
HIS - 3	Ls 3. The Rise of Maratha	*Judicial System	*Trade Networks	Day 6		*One Fact Sharing Students will share one fact	Discussion-based learning	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-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Describe judicial system and trade networks.	
HIS - 3	The Rise of Maratha	Cultural Revival	*The mighty Marathas *In focus :Thanjavur *The Marathe legacy	Day 7		*Right or Wrong? Teacher reads statements—students clap if it's right ?	Story based learning	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-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Students will - *Explain cultural revival and Maratha legacy.	

HIS - 3	The Rise of Maratha	Map work	Map Activity	Day 8		Clap if true Clap if statement is correct	Discussion-based learning	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-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies	Students will- *Develop map-reading and labeling skills	
HIS - 3	Rise of Maratha	Notebook work	Notes	Day 9		Clap if true Clap if statement is correct	Discussion-based learning			Students will - Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	
HIS - 3		Notebook work	Notes	Day 10		Clap if true Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

ECO -7	Factors of Production	*Introduction *Factors of Production	* Land (natural resources) *Labour (human resources) * Facilitators of human capital	August Day1	August	Identify the Factor	I board and Video interactive, experiential, and inquiry-driven,	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 - *Identify land, labour, capital, entrepreneurship. *Explain their role in production.	
ECO -7	Factors of Production	*Social and cultural influences	*India's ancient skill heritage *Capital	Day2		Example Challenge Teacher says examples → students say "Capital or Entrepreneurship	*Interactive, experiential, and inquiry-driven, Data analysis activity	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 – * Understand influence of skills and heritage. *Appreciate India's traditional knowledge..	
ECO -7	Factors of Production	*Social and cultural influences	*Entrepreneurship *The man who dreamed big for India	Day 3		Example Challenge Teacher says examples → students say "Capital or Entrepreneur	*Interactive, experiential, and inquiry-driven, Data analysis activity	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 – * Understand influence of skills and heritage. *Appreciate India's traditional knowledge..	
ECO -7	Factors of Production	*Technology: An Enabler of Production	Technology paving the way for accessing knowledge, skills, and job opportunity	Day 4		* One Word Game	Discussion-based learning *Experiential Learning Learning through real-life experiences	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- * Explain role of technology in development. *Relate to modern examples.	

ECO -7	Factors of Production	*How are the Factors Connected?	*The process of mobile phone assembly	Day 5		Example Challenge (give real-life example)	Interactive, experiential, and inquiry-driven,	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 – * Analyze how all factors work together. *Understand production processes (mobile example).	
ECO -7	Factors of Production	*Responsibilities towards Factors of Production	*Fair compensation and working condition *Skill development and training:	Day 6		Pass the Ball Students pass a ball; whoever gets it. names one factor	Interactive, experiential, and inquiry-driven,	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- * Explain fair wages, skill development. * Understand ethical production.	
ECO -7	Factors of Production	Note book work	Notes	Day 7		Clap if true Clap if statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	

ECO -7	Factors of Production	Notebook work	Notes	Day 8		Clap if statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	ASSESSMENT AS LEARNING
HIS-4	Colonial Era in India	Introduction *The Age of Colonialism *Europeans in India	*The Portuguese : Commerce and atrocities	September Day1	September	Think Quick” Name a Europeans name in India.	I board and Video interactive, experiential, and inquiry-driven	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- *Identify Portuguese, Dutch, French roles. *Explain early trade competition.	
HIS-4	Colonial Era in India	*Europeans in India	*The Dutch: commerce and competition * The French: colonial ambitions	Day 2		British or Indian?	Discussion-based learning	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 -- *Identify Portuguese, Dutch, French roles. *Explain early trade competition..	

HIS-4	Colonial Era in India	*Enter The British	*From traders to rulers *The strategy of :Divide and rule ‘	Day 3		British or Indian?	Discussion-based learning	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 - *Describe British policies (divide and rule).	
HIS-4	Colonial Era in India	From Paradise to Hell ?	*Devastating famines *The drain of India’s wealth	Day 4		One Impact Game (positive/negative)	Experiential Learning Learning through real-life experiences	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 - *Explain famines and drain of wealth..	
HIS-4	Colonial Era in India	*Changing Landscapes	*Decline of India’s Indigenous industries *Dismantling traditional governance structures	Day 5		Rapid Fire Quiz	Discussion-based learning *Experiential Learning Learning through real-life experiences	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 - Analyse impact on education and economy.	

HIS-4	Colonial Era in India	Transforming Indian education: creating 'brown Englishmen'	*Reshaping economic structures to serve imperial needs	Day 6		Rapid Fire Quiz	Discussion-based learning	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 - Analyse impact on education and economy..	
HIS-4	Colonial Era in India	Early Resistance Movements: Challenging Colonial Authority	*The 'Sannyasi-Fakir rebellion' *Tribal uprisings	Day 7		Clap if true statement is correct	Discussion-based learning	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 - * Describe early revolts (Sannyasi, tribal)..).	
HIS-4	Colonial Era in India	The Great Rebellion of 1857	*The Legacy of European Colonialism in India	Day 8		Clap if true statement is correct	Discussion-based learning	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 – *Explain causes and significance of the Revolt .	

HIS-4	Colonial Era in India	Map Work	Map Activity	Day 9		Clap if true statement is correct	Discussion-based learning	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 - *Develop map-reading and labelling skills.	
HIS-4	Colonial Era in India	Notebook work	Notes	Day10		Clap if true statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	
HIS-4	Colonial Era in India	Notebook work	Notes	Day 11		Clap if true statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	Assessment for learning

CIV-5	Universal Franchise and India's Electoral System	*Introduction *Universal Adult Franchise		September Day 1	September	Value Guess Compare items— what is more important?	I board and Video interactive, experiential, and inquiry-driven	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	Students will – *Explain meaning and importance of voting rights. * Understand inclusivity in democracy.	
CIV-5	Universal Franchise and India's Electoral System	*Bridging Barriers, Enabling Participation: Ensuring	*Election for class representative — Grade 8, Suryodaya School *Model Code of Conduct (MCC)	Day 2		Value Guess Compare items— what is more Important?	*Interactive, experiential, and inquiry-driven	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	Students Will- *Describe Assembly elections.	
CIV-5	Universal Franchise and India's Electoral System	Understanding Elections in India — A Very Brief Overview	*Election to the Lok Sabha and State Legislative Assemblies *Election to the Rajya Sabha	Day 3		*Quick Quiz Toss a ball— answer a simple question when caught	Experiential Learning Learning through real-life experiences	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 – *Describe Lok Sabha, Assembly elections.	

CIV-5	Universal Franchise and India's Electoral System	Understanding Elections in India — A Very Brief Overview	*Election of the President of India * Election of the Vice President of India	Day 4		*Quick Quiz Toss a ball— answer a simple question when caught	Discussion	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-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage	Students will – Explain election of President and Vice President.	
CIV-5	Universal Franchise and India's Electoral System	Challenges and The Road Ahead		Day 5		Clap if true statement is correct.	Discussion	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		Students will- *Identify electoral challenges and reforms.	
CIV-5	Universal Franchise and India's Electoral System	Notebook work	*Notes	Day 6		Clap if true statement is correct	Discussion			Students will - *Prepare structured notes using headings, subheadings, bullet points, and diagrams. *Arrange content logically	

CIV- 5	Universal Franchise and India's Electoral System	Notebook work	*Notes	Day 7		Clap if true statement is correct	Discussion			Students will - *Pick out important points, headings, and subheadings from the chapter. *Differentiate between main ideas and supporting details. *Write short and clear notes in their own words.	Assessment of learning
-------------------	---	----------------------	---------------	--------------	--	--	------------	--	--	---	------------------------