

Grade V

Subject: Social Science

| Sr No | Lesson Name                                       | learning objectives/<br>Subtopic  | Methodology  | pedagogical methods   | learning outcome  | Teaching Aid  | Teaching Place                 | Reff.books<br>with pg.no. | No.of lectures<br>required | Class Activities<br>/Diagrams /<br>Map work   | Activity<br>Suggested ---<br>Tr Name   |
|-------|---|---|--|---|---|---|--------------------------------|---------------------------|----------------------------|---|--|
| 1     | Our Earth:<br>Continents and<br>Oceans            | 1) To know about the<br>continents 2)To learn<br>about the oceans   | 1) Lecture cum<br>demonstration 2)<br>Technology based                     | explore maps for locating<br>continents, oceans,<br>seas, States/UTs of India, India<br>and its<br>neighbouring countries, physical<br>feature of<br>India such as mountains,<br>plateaus, plains,<br>deserts, rivers, etc. | locates directions on the<br>flat surface; and<br>continents and oceans on<br>the world map   | Globe, World Map,<br>Videos   | SST Lab,<br>Gazebo, AV<br>room | Trek                      | 4                          | Locating the<br>Continents and<br>Oceans on the<br>globe and the<br>Map                                     | Make your own<br>globe using a<br>ball and mark<br>the continent                                 |
| 2     | The Imaginary<br>Lines: Latitude<br>and Longitude | 1) To know about<br>Longitude and latitude<br>2) To know about time<br>zones 3) To know that<br>latitude and longitude<br>can be used to identify<br>location | 1) Discussion<br>Method 2)<br>Technology based                             | World Map, Globe, Videos  | use globe for understanding<br>latitudes and<br>longitudes.   | identifies latitudes and<br>longitudes, e.g.,<br>poles, equator, tropics,<br>States/UTs of India<br>and other neighbouring<br>countries on globe<br>and the world map | SST Lab,<br>Gazebo, AV<br>room | Trek                      | 4                          | Use of Index to<br>locate places,<br>To identify the<br>latitude and<br>longitude,<br>Finding time<br>zones | Make a sketch<br>to find direction<br>of your house.   |
| 3     | Movements of<br>the Earth: their<br>effects       | 1) To know about<br>rotation and its effect<br>2) To know about<br>revolution and its effect  | 1) Dramatization 2)<br>Lecture cum<br>demonstration 3)<br>Technology based | Globe, Torch, Videos  | use diagrams, models and<br>audio-visual<br>materials to understand<br>motions of the<br>earth.   | demonstrates day and<br>night; and seasons  | SST Lab,<br>Gazebo, AV<br>room | Trek                      | 3                          | Rotation of<br>globe to<br>understand day<br>and night,<br>Revolution of<br>the earth                       | Use the model<br>of the earth you<br>made during<br>chapter 1 to<br>demonstrate<br>day and night |
| 4     | Temperature<br>Zones of the<br>World              | 1)To know about the<br>factors influencing<br>Climate 2) To know<br>about the different<br>temperature zones  | 1) Discussion<br>Method 2)<br>Technology based                             | Globe, Map, Videos  | explore globe and maps for<br>identifying historical<br>places/kingdoms, climatic<br>regions, and other<br>resources * reasons and<br>factors leading to diversity in<br>flora and fauna, e.g.,<br>climate, landforms,<br>etc | locates distribution and<br>extent of different<br>climatic regions on the<br>world map or globe  | SST Lab,<br>Gazebo, AV<br>room | Trek                      | 4                          | Understand the<br>factors that<br>influence<br>climate, Locate<br>the temperature<br>zones on the<br>map    | Categorise the<br>states of India<br>into different<br>temperature<br>zones                      |
| 5     | The Equatorial<br>Forest Region                   | 1) To know about the<br>climate, plant life,<br>wildlife and human life<br>in equatorial region   | 1) Discussion<br>Method 2)<br>Technology based                             | Map, Videos   | discuss similarities and<br>differences in the life of<br>people in different climatic<br>regions of the world,<br>including India  | draws interrelationship<br>between climatic<br>regions and life of<br>people living in different<br>climatic regions of the<br>world, including<br>India              | SST Lab,<br>Gazebo, AV<br>room | Trek                      | 4                          | Discuss about<br>the climate,<br>plant life, wildlife<br>with help of<br>mind-map                           | Write a small<br>report on<br>equatorial forest  |

|    |                    |   |   |  |   |  |                          |      |   |  |  |
|----|--------------------|---|---|--|---|--|--------------------------|------|---|--|--|
| 6  | The Hot Deserts    | 1) To know about the climate, plant life, wildlife and human life in hot desert region                | 1) Discussion Method 2) Technology based  | Map, Videos  | discuss similarities and differences in the life of people in different climatic regions of the world, including India  | draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India | SST Lab, Gazebo, AV room | Trek | 4 | Discuss about the climate, plant life, wildlife with help of mind-map      | Collect information about the houses found in the desert region.                                 |
| 7  | The temperate zone | 1) To know about the climate, plant life, wildlife and human life in temperate region                 | 1) Discussion Method 2) Technology based  | Map, Videos  | discuss similarities and differences in the life of people in different climatic regions of the world, including India  | draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India | SST Lab, Gazebo, AV room | Trek | 4 | Discuss about the climate, plant life, wildlife with help of pictures      | Collect pictures of people found in the temperate zone   |
| 8  | The frigid zone    | 1) To know about the climate, plant life, wildlife and human life in temperate region                 | 1) Discussion Method 2) Technology based  | Map, Videos  | discuss similarities and differences in the life of people in different climatic regions of the world, including India  | draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India | SST Lab, Gazebo, AV room | Trek | 4 | Discuss about the climate, plant life, wildlife with help of pictures      | Make a chart to explain the various factors of frigid zone                                       |
| 9  | Our Environment    | 1) To understand the four spheres - Hydrosphere, Atmosphere, Lithosphere, Biosphere                   | 1) Stimulation Method 2) Lecture cum demonstration 3) Technology based              | Models or charts of different spheres, Videos, Globe | use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere.  | recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere  | SST Lab, Gazebo, AV room | Trek | 4 | Make a diagram or model to understand the different spheres of environment | Make a model of biosphere in a tray, with plants, and other interdependent things and observe it |
| 10 | Pollution          | 1) To know about different types of pollution 2) To understand the effect of pollution on environment | 1) Lecture cum demonstration 2) Discussion based 3) Value based 4) Technology based | Chart on different pollutions, Videos                | discuss and share their observations and experiences regarding various aspects of the environment, e.g., components of natural and human made environments, flora and fauna in different ecosystems/ climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. | analyses factors contributing to pollution in their surroundings and lists measures to prevent it.                                     | Gazebo, AV room          | Trek | 5 | Discussion on various pollutions with help of mind-maps                    | Conduct an awareness campaign regarding pollution  |

|    |                                     |   |   |                |   |   |                             |      |   |   |  |
|----|-------------------------------------|---|---|----------------|---|---|-----------------------------|------|---|---|--|
| 11 | How to Conserve our Environment     | 1) To know about Control Overpopulation 2) To know about how to reduce pollution 3) To know about reduce, reuse and recycle | 1) Lecture cum demonstration 2) Discussion based 3)Value based 4) Technology based                  | Charts, Videos | discuss and share their observations and experiences regarding various aspects of the environment, e.g., components of natural and human made environments, flora and fauna in different ecosystems/ climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. | shows sensitivity to the need for conservation of natural resources– air, water, energy, flora and fauna                      | Gazebo, AV room             | Trek | 4 | Flowchart on controlling population and pollution. Use of paper waste to reduce, reuse and recycle.                                     | Make a paper bag using newspaper   |
| 12 | Communication and Modern Techniques | 1) To understand about communication for Personal Use 2) To know about various modes of communication                       | 1) Lecture cum demonstration 2) Discussion based 3)Value based 4) Technology based                  | Charts, Videos | debate about the role of media  | explains the functioning of media with appropriate examples from newspapers. • creates an advertisement                       | Gazebo, AV room             | Trek | 4 | Mind-map on various sources of communication, Use of communication  | Make a telephone using cup and thread  |
| 13 | Natural Disaster                    | 1) To understand about various Natural disasters  | 1) Lecture cum demonstration 2) Discussion based 3)Value based 4) Technology based 5) Dramatisation | Charts, Videos | participate in mock drill for earthquakes or other disasters<br>• discuss factors, both natural and humanmade that cause disasters like tsunamis, floods, earthquakes, etc.   | reflects on the factors leading to disasters and calamities.  | Gazebo, AV room, Auditorium | Trek | 4 | Discussion on causes of Natural calamities, Precautions using ICT and charts  | Conduct a Natural disaster drill in the assembly                               |
| 14 | Heritage                            | 1) To know about various architecture in India 2) To understand about the heritage of India through artefacts and paintings | 1) Lecture cum demonstration 2) Discussion based 3)Technology based                                 | Charts, Videos | identify different sources of history available in books/local environment e.g., extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time                               | describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples. | Gazebo, AV room, Classroom  | Trek | 5 | Discussion about various architecture like Taj Mahal, Qutub Minar etc via pictures, Understand heritage through painting an d old coins | Visit to Heritage site in Nashik, Collect coins to trace back history of India |

|    |  |  |   |  |  |   |  |      |   |   |   |
|----|--|--|---|--|--|---|--|------|---|---|---|
| 15 | The Coming of the British                          | 1) To know about Battle of Plassey 2) To know about Battle of Buxar 3) To understand the revolt of 1857 4) To know about Indian National Congress, The Participation of Bengal and Swadeshi Movement | 1) Lecture cum demonstration 2) Discussion based 3) Technology based 4) Dramatisation | Autobiographies, Historical books, Documentaries, Videos | visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement. expose to pedagogically innovative and criterion-referenced questions for selfassessment like 'What were the reasons for the Battle of Plassey?'   | explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it | Gazebo, AV room, Classroom             | Trek | 5 | Documentart on Various Battle, Read stories on Historical struggle, Dramatisation of Swadeshi Movement                        | Read, improvise on the Indian National Congress Meeting held during that time |
| 16 | The Freedom Struggle: the Gandhian Phase (1919-47) | 1) To know about Rowlatt Act 2) To understand what happened during Jallianwala Bagh Massacre 3) To know about Simon Commission 4) To know about Civil Disobient Movement                             | 1) Lecture cum demonstration 2) Discussion based 3) Technology based 4) Dramatisation | Autobiographies, Historical books, Documentaries, Videos | undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's Idea of Nonviolence and its Impact on India's National Movement", (b) drawing up a timeline on 'Significant Events of India's National  | explains the policies of the colonial administration towards the tribal communities *explains the differences in the impact of colonial agrarian policies in different regions  | Gazebo, AV room, Classroom, Auditorium | Trek | 5 | Discussion about Rowlatt act, Role play of Jallian bagh Massacre, Simon Comission, Story telling on Civil Disobedience        | Role play on civil disobedience movement                                      |
| 17 | We are Proud of Them                               | 1) To know about Rani Lakshmibai 2) Bal Gangadhar Tilak 3) Subhash Chandra Bose 4) Sarojini Naidu  | 1) Lecture 2) Discussion based 3) Technology based 4) Dramatisation                   | Autobiographies, Historical books, Documentaries, Videos | familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries   | contribution of great leaders in the history of India and lessons from the life of these great leaders  | Gazebo, AV room, Classroom, Auditorium | Trek | 5 | Stories of Rani Lakshmi bai, Role play of Bal Gangadar Tilak, Subash Chandra Bose, Sarojini Naidu                             | Read and write a short biography of your favourite freedom struggler          |
| 18 | Religious and Social Reformers                     | 1) To know about Raja Ram Mohan Roy 2) Dayanand Saraswati 3) Pandita Ramabai 4) Sir syed Ahmed Khan  | 1) Lecture 2) Discussion based 3) Technology based 4) Dramatisation                   | Autobiographies, Historical books, Documentaries, Videos | familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements | contribution of the social reformers regarding the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues                     | Gazebo, AV room, Classroom, Auditorium | Trek | 4 | Story about various reformers and dramatisation of life of social reformers   | Make a mindmap to show the contribution of Raja Rama Mohan Roy                |
| 19 | The Indian Government                              | 1) To understand about Central Government and the State Government   | 1) Lecture 2) Discussion based 3) Technology based                                    | Newspaper, Videos  | participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation   | analyses the significant developments in the process of nation building differentiates between State government and Union government  | Gazebo, AV room, Classroom             | Trek | 4 | Discussion about the Central and State Government. Flow chart to show the people involved in the proper working of Government | Role play the working of Judiciary  |

|    |                             |   |   |  |   |  |                            |      |   |   |  |
|----|-----------------------------|---|---|--|---|--|----------------------------|------|---|---|--|
| 20 | Our Rights and Duties       | 1) To understand the fundamental rights 2) to understand the fundamental duties   | 1) Lecture 2) Discussion based 3)Technology based | Constitution of India, Newspaper, Videos | do projects (solo, pair or group) about the Fundamental Rights and Fundamental Duties   | interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples                                 | Gazebo, AV room, Classroom | Trek | 4 | Discuss about the fundamental rights and duties. Read the constitution of India                 | Make a chart to show the fundamental rights and duties. Conduct an assembly to make the younger ones aware about the duties and rights |
| 21 | The United Nations          | 1) To understand why UN was formed 2) To know about the principles and objectives 3) To know about the organs of the UN 4) To know about the specialized agencies of the UN | 1) Lecture 2) Discussion based 3)Technology based | Documentaries, Newspaper, Videos         | share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity | identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability<br>• describes the role of Government in regulating economic activities. | Gazebo, AV room, Classroom | Trek | 4 | Discuss the objective of UN, Flow chart of organs of UN, Mind-map of Specialised agencies of UN | Round conference meeting of delegates  |
| 20 | Universally Celebrated Days | 1) To know about various internationally celebrated day   | 1) Lecture 2) Discussion based 3)Technology based | Documentaries, Newspaper, Videos         | role play on need of various internationally celebrated days  | describe why these international days are celebrated   | Gazebo, AV room, Classroom | Trek | 3 | Discuss about various universally celebrated days, importance and features of these days        | Campaign to create awareness of these Universal days   |