

Month	Main content/chapters	Activities
April (16 days)	<p>HISTORY: French Revolution</p> <p>DEMOCRATIC POLITICS: NA</p> <p>GEOGRAPHY: Introduction and overview, Chapter 1: India – Size and Location</p> <p>ECONOMICS: Important Concepts: Macro Economics and Micro Economics Wants and Need Economic activities and Non-Economic activities</p>	<p>Mind Maps Students will make Mind Maps connecting the events that led to the Revolution.</p> <p>Map work Interpret map activity- mark neighbouring countries, latitudinal and longitudinal extent of India</p> <p>Protocols of Social Science</p> <p>Discussions</p>
June (17 days)	<p>MA 1</p> <p>(HISTORY : Forest Society and colonialism</p> <p>GEOGRAPHY: Natural vegetation and wildlife)</p> <p>DEMOCRATIC POLITICS: Chapter 1- What is Democracy? Why Democracy?</p> <p>ECONOMICS: Chapter 1-The story of village Palampur.</p>	<p>MA 1 Inter disciplinary project as part of multiple assessments (internally assessed for 5 marks) Analyze the causes and effects of forest-based rebellions in history.</p> <p>Analyse the different processes through which agrarian transformation may occur in the modern world.</p> <p>What is Democracy? Why Democracy? Students will debate on the topic – The merits and Demerits of Democracy.</p>

July (21 days)	<p>ECONOMICS: Chapter 1-The story of village Palampur (Contd)</p> <p>GEOGRAPHY: Chapter 2-Physical Features of India</p> <p>DEMOCRATIC POLITICS: Chapter 2- Constitutional Design</p>	<p>Enlist non-farm activities and depict the link with economic growth</p> <p>Map work</p> <p>SEA 1 AND PA 1</p> <p>Students will speak to their grandparents or some other elders in their locality. They will ask them if they have any memory of partition or independence or the making of the Constitution. Students will discuss the experiences shared in the classroom.</p>
August (19+2=21 days)	<p>HISTORY: Chapter 5- Pastoralists in the Modern World</p> <p>DEMOCRATIC POLITICS: Chapter 2- Constitutional Design (contd)</p> <p>GEOGRAPHY: Chapter 3- Drainage</p> <p>ECONOMICS: Chapter 2-People as a resource</p>	<p>Pastoralists in the Modern World Students have to imagine that they belong to a community of nomadic pastoralists and craftsmen.</p> <p>Mark all the origin of different rivers on a map of India.</p> <p>Making Comic Strips on the Topic- “Importance of Education” using the two characters, Sakal and Vilas.</p>
September (8 days)	<p>GEOGRAPHY: Chapter 4- Climate.</p> <p>DEMOCRATIC POLITICS: Chapter 3- Electoral Politics</p>	<p>PA2 Classify region/places based on factors affecting the climate. Map work</p>
October (19+1=20 days)	<p>HISTORY: Chapter 2- Socialism in Russia and the Russian revolution</p> <p>GEOGRAPHY: Chapter 4-Climate</p>	<p>Students have to imagine that a meeting has been called in their area to discuss the socialist idea of doing away with private property and introducing collective ownership. Students have to write a speech that they would make at the meeting as a poor labourer working on the fields.</p> <p>Map work Compare poverty estimates across the countries</p>

	(contd) ECONOMICS: Chapter 3-Poverty as a challenge DEMOCRATIC POLITICS: Chapter 3-Electoral politics (contd)	in the world Debate and discussion on the topic whether Educational Qualification is a must for candidates contesting election
November (15 days)	HISTORY: Chapter 3- Nazism and the rise of Hitler ECONOMICS: Chapter 3- Poverty as a challenge(contd)	To find out more information about the Concentration Camps during Hitler's reign. Map work Students to find out the role of government in conserving the flora and fauna and also as a concerned citizen what steps would you take in preserving these. Frame any one new poverty alleviation program that you feel should be launched by the government with new provisions.
December (14+2=16 days)	DEMOCRATIC POLITICS: Chapter 4- Working of the institutions. GEOGRAPHY: Chapter 6- Population	To list down the names of the Cabinet Ministers and their ministries each at the union level and in their state. A debate on the topic- "Young India A boon or bane". Map work
January (18+2+1=21 days)	GEOGRAPHY: Chapter 6- Population (contd) ECONOMICS: Chapter 4-Food security in India DEMOCRATIC POLITICS: Chapter 5- Democratic Rights	PA 3 "Special attention needs to be paid on adolescent population in a nation." Substantiate the statement. Conducting atleast two interviews of elders in their family on rationing system in India before 1997
February (12+3+2+4=21days)	DEMOCRATIC POLITICS: Democratic Rights (contd)	Revision PA 4
March (10+7+1=18 days)	Annual Exam	PA 4