

Social Science (Class-VI)

a. History

<i>Learning outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p>Student</p> <ul style="list-style-type: none"> Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period 	<ol style="list-style-type: none"> NCERT textbook Our Pasts I Live interaction on Using sources in History https://youtu.be/tbOQyVrW2tU Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/DicHistory.pdf Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Students can virtually walk to any such place and learn a lot about history and culture from this website. https://artsandculture.google.com/ 	<p>Theme: What, Where, How And When?</p> <p>WEEK 1</p> <ul style="list-style-type: none"> Students can read the chapter and mark different terms/concepts like manuscript, archaeology, inscription, coins, source, historian, archaeologists etc appearing in the chapter. Suggest them to consult dictionary of history to understand these terms and write in their notebooks. Suggest them to watch video on YouTube NCERT official on use of sources and their importance. Ask students to prepare a chart/table showing different types of sources like archaeological, literary, oral and also provide 1-2 examples either in written form or in the form of visuals with proper caption using help from internet. This will help teacher to assess different skills of students like identification, classification, creativity and communication skill through visuals or writing. <p>WEEK 2</p> <ul style="list-style-type: none"> Provide students visual of a coin or a monument alongwith questions focusing on different aspects/key points of the particular source through whatsapp/ email. Some possible questions can be: <ul style="list-style-type: none"> ❖ What type of source is this? ❖ What does it show or tell? ❖ Who wrote, produced or made it?

		<ul style="list-style-type: none"> ❖ Why was it written or produced? • Prepare questions based on the source that you are sending. • Students can take a screenshot of the finished activity and send it back to the teacher. This could be assessed by the teacher. • You can also send visuals of some manuscripts, artefacts, buildings, monuments, sites etc. to students and give the following activity: • Write at least 5 questions about the picture. These can be anything you want to know about, but the more unusual ones are often better. Draft these and when you are ready, write them out in best and share back. • This task requires the student simply to examine the picture and to pose questions. This activity could be used to assess the students's ability to observe and frame questions.
<p>The learner</p> <ul style="list-style-type: none"> • Explains broad developments during ancient period e.g. the first cities on the Indus and relates the development occurring at one place with another. • Locates important historical sites and places on an outline map of India. 	<p>1. NCERT textbook (Our Past-I) /State developed Textbook</p> <p>2. Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>3. Google Hangout 4. Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Learners can virtually walk to any such place and learn a lot about</p>	<p>WEEK 3</p> <p>Theme: In the Earliest Cities</p> <ul style="list-style-type: none"> • Suggest learners to do a reading of the chapter and look for various terms/concepts appearing in the chapter in the Dictionary of history. • Suggest them to prepare projects on various topics. Some suggestive topics: <ul style="list-style-type: none"> ➤ Discovery of Harappan civilisation, important sites of the civilisation and showing these on an outlined map of the Indian subcontinent. ➤ Important features of Harappan cities with a focus on continuity and change that they see in their neighbourhood in some such features. ➤ Art and architecture in Harappan civilisation. ➤ Case study on any Harappan site in India i.e. Dholavira, Rakhigarhi, etc.

	<p>history and culture from this website.</p> <p>https://artsandculture.google.com/</p>	<ul style="list-style-type: none"> ➤ Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact. • Use Google Hangout to share, discuss among students and teachers. • Projects can be assigned to different groups of students. • Each group of students can discuss among themselves-how to go about it, assign various tasks to an individual student and regularly be in touch with fellow students. <p>WEEK 4</p> <ul style="list-style-type: none"> • Groups could be given 3-4 days to complete the project. And when groups are ready with their project report, it can be shared with other students and the teacher using the same platform for a Google hangout meet (date, time of this meet could be decided and shared in advance among all students). • This session could be used by students to discuss, raise questions on other projects along with questions and final comments by the teacher. • You can assess students' projects on different points such as content (introducing the topic, highlighting main issues, concluding remarks), presentation (visual and written both), clarity of thoughts while answering questions, cooperative learning (interaction, participation and taking initiatives to help others), etc.
--	--	---

b. Geography (Class VI)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> distinguishes between stars, planets and satellites, e.g., Sun, Earth and Moon. recognises that the earth is a unique celestial body due to existence of life zones of the earth with special reference to biosphere. 	<p>Textbook- <i>The Earth Our Habitat</i> Chapter-1- The Earth in the Solar Systems</p> <p>Web Resources The National Aeronautic and Space Administration (NASA) website- www.nasa.gov ,Fun Activities To Do @Home https://www.nasa.gov/stem-at-home-for-students-k-4.html For Teacher- What is Earth - https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html</p> <p>QR CODE 0656CH01 for interactive activity based on the Solar System on H5P http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=452</p> <ul style="list-style-type: none"> Trilingual Dictionary of 	<p>WEEK -1 Celestial bodies – The Sun , the Moon and the stars</p> <ul style="list-style-type: none"> Teacher may demonstrate or ask student to do the activity with the help of his/ her parents using torch and sheet of plain paper as mentioned in the chapter on page 1 of the textbook to understand why bright objects of night sky are not visible after the sun rises in the morning. This activity will help them to understand and compare the sky during day and night. The student may be asked to prepare a write up on the sun, the moon and stars and share with their parents and parents may share with the teacher and classmates through WhatsApp. The student may draw diagram to show location of Pole star and Seven stars (<i>Saptarishi</i>). The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. <p>WEEK -2 Theme- The Solar System</p> <ul style="list-style-type: none"> The student may draw colourful diagrams on plain sheet or chart paper to show planets in the solar system. The student may prepare a write up on the Earth by highlighting its uniqueness in the solar system. With the help of parents and other family members, the student may do an activity to learn position of planets with reference to the sun. Student may prepare a write up on the following: What do animals and plants require in order to grow and survive?

	<p>Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<ul style="list-style-type: none"> • Interpret the diagram shown on page 7 regarding Universe, Milky Way Galaxy, Solar System and the Earth. • The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for the technical terms given in the chapter.
<p>The learner</p> <ul style="list-style-type: none"> • identifies latitudes and longitudes, e.g., North Pole, South Pole, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, 180° Meridian and International date line • differentiates between Latitude and Longitude • identifies places on the globe with the help of Latitude and Longitude • locate places on the map with the help of Latitude and Longitude • measures time with reference to Prime meridian. 	<p>Chapter-2 Globe: Latitude and Longitude Resource: Globe, Atlas and World map, Tactile diagrams and models for CWSN</p> <p>Web Resources For Teacher and Student Topic: “Exploring the Globe” : Youtube – ncert official</p> <p>QR Code 0656 CH02 for interactive activity to locate heat Zones. http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=453</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK -3 Theme-The Globe – Latitude and Longitude</p> <ul style="list-style-type: none"> • Teacher may use Globe and explain Latitudes. • Student may be asked to explore globe and identify major latitudes and longitudes. • Student may draw a simple diagram to show major latitudes and longitudes. These figures are given on pages 11 and 12 of the textbook. • Teacher may explain tilt of the axis of the earth and the Sun rays by using Torch and Cardboard (Refer to page 12). Learners may also be encouraged to do this activity with the help of their parents. • Student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. <p>WEEK -4 Theme: Grid, Longitude and Time</p> <ul style="list-style-type: none"> • Quiz- A set of cards may be developed by student and their parents. Write names of places on cards and locate places on the globe / world map. • Draw vertical and horizontal lines at equal distances on paper. Label the vertical rows with numbers and horizontal rows with letters. Vertical lines represent Longitudes (East or West) and horizontal lines as Latitudes (North or South). Draw small circles on points where these horizontal lines intersect each other. Find out the location of circles. • With the help of Globe/the world map the teacher may explain time measurement from Prime meridian.

<ul style="list-style-type: none"> appreciates importance of Standard Time for any country. 		<ul style="list-style-type: none"> Student may be asked to locate Prime Meridian and time difference at 15°E and 15° W meridian on the world map given in the Atlas. Teacher may explain importance of Standard time and Indian Standard Time (IST) by giving examples from India. The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter.
--	--	---

c. Social and Political Life

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner describes factors responsible for the availability of different occupations undertaken in rural and urban areas</p>	<p>NCERT/State Textbook <i>Social and Political Life-I</i></p> <p>Livelihood Children and parents may use the following resources and explore Social Science e-resource available online, eg.: NISHTHA Portal https://itpd.ncert.gov.in/ Download Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 Use text module from page 388 to 394 for theme Livelihood QR Code: Interactive activities given in QR Code of each chapter of NCERT Textbook.</p>	<p>WEEK-1</p> <ul style="list-style-type: none"> Discuss with your parents about different occupations in your locality. Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic background. <p>WEEK-2</p> <ul style="list-style-type: none"> Use these resources to learn about concept of livelihood; rural and urban occupations; issues and challenges associated with different types of livelihood; the factors responsible for availability of different livelihoods undertaken in rural areas by men and women, and different sources of livelihoods in your locality. <p>WEEK-3</p> <ul style="list-style-type: none"> Ask questions/doubts with your parents/teacher. Draw people engaged in various occupations in rural and urban areas. Make a poster on different occupations taken up by men and women from different socio-economic background. <p>WEEK-4</p> <ul style="list-style-type: none"> Solve activities given in QR Code of the chapter. Submit written assignments on any/assigned topic.