

Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

BOY

Beginning of Year assessment to help you identify learning gaps.

Bridge Course

Supports you in reteaching and recapping critical pre-requisite skills.

Term 1

Chapter 1
(Geography)

11 chapters comprising 102 Lesson Plans (LPs) to be covered in 90 days

India — Size and Location (5 LPs)

Chapter 2
(Geography)

Physical Features of India (8 LPs)

UASM 1

This unit assessment will assess concepts learned in Chapters 1 and 2 of Geography.

Chapter 1
(History)

The French Revolution (16 LPs)

Chapter 2
(History)

Socialism in Europe and the Russian Revolution (14 LPs)

UASM 2

This unit assessment will assess concepts learned in Chapters 1 and 2 of History.

Chapter 1
(Pol Science)

What is Democracy? Why Democracy? (7 LPs)

Chapter 2
(Pol Science)

Constitutional Design (9 LPs)

Learning Journey for the Year

Chapter 3
(Pol Science)

UASM 3

Chapter 1
(Economics)

Chapter 2
(Economics)

Chapter 3
(Geography)

UASM 4

Chapter 6
(Geography)

Electoral Politics (8 LPs)

This unit assessment will assess concepts learned in Chapters 1,2,and 3 of Pol Science.

The Story of Village Palampur (10 LPs)

People as Resource (11 LPs)

Drainage (8 LPs)

This unit assessment will assess concepts learned in Chapters 1 and 2 of Economics and Chapter 3 of Geography.

Population (8 LPs)

MOY

Middle of Year Assessment

Term 2

Chapter 3
(Economics)

Chapter 4
(Economics)

UASM 4

9 chapters comprising 100 Lesson Plans (LPs) to be covered in 70 days.

Poverty as a Challenge (11 LPs)

Food Security in India (9 LPs)

This unit assessment will assess concepts learned in Chapters 3 and 4 of Economics.

Learning Journey for the Year

Chapter 4
(Geography)

Chapter 5
(Geography)

UASM 6

Chapter 3
(History)

Chapter 4
(Pol Science)

Chapter 5
(Pol Science)

UASM 7

Chapter 4
(History)

Chapter 5
(History)

EOY

Climate (10 LPs)

Natural Vegetation and Wildlife Resources
(9 LPs)

This unit assessment will assess concepts learned in Chapters 4 and 5 of Geography.

Nazism and the Rise of Hitler (22 LPs)

Working of Institutions (11 LPs)

Democratic Rights (11 LPs)

This unit assessment will assess concepts learned in Chapter 3 of History and Pol Chapters 4 and 5 of Pol Science.

Forest Society and Colonialism (9 LPs)

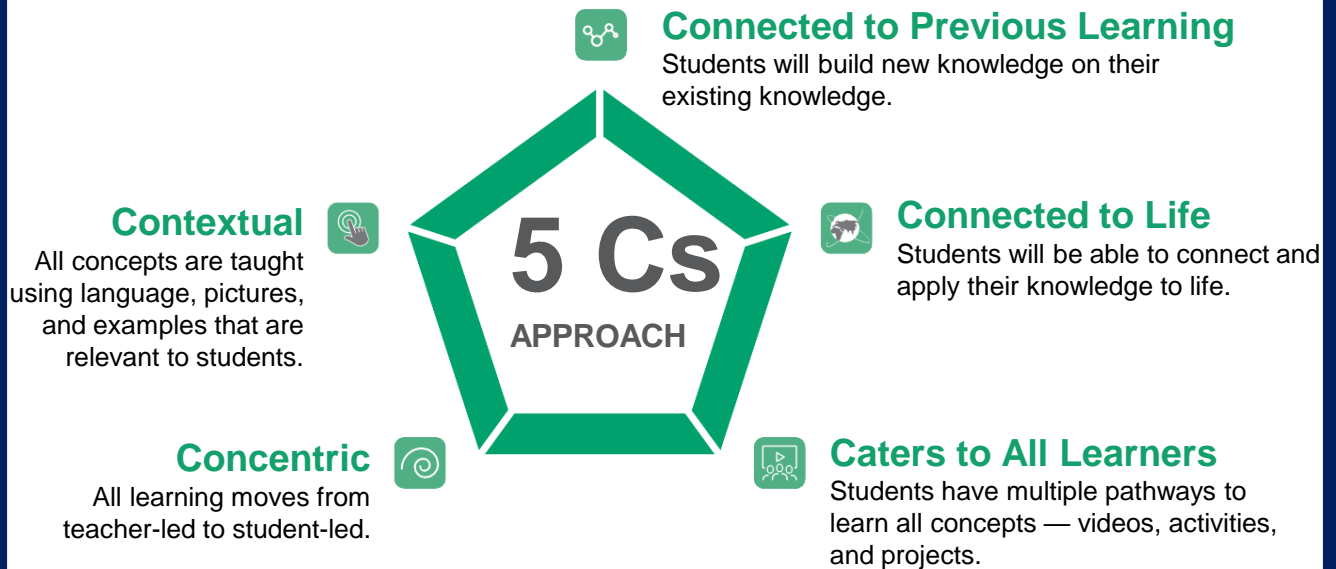
Pastoralists in the Modern World (8 LPs)

End of Year Assessment

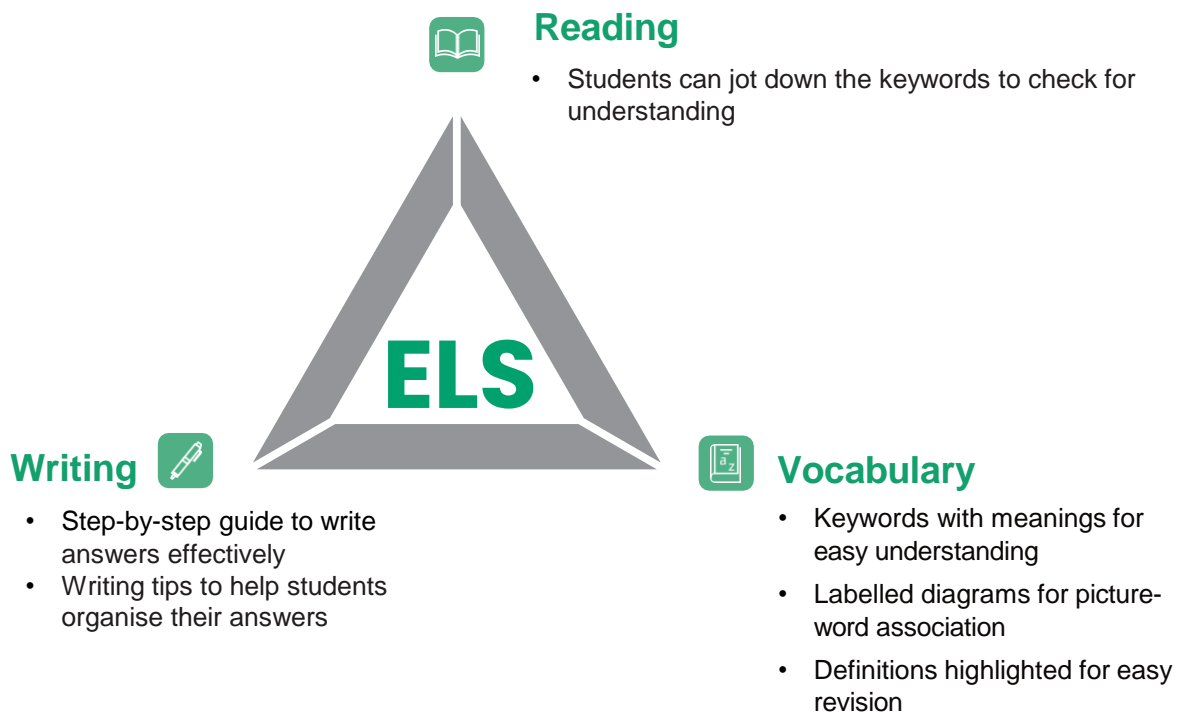
The LEAD Method

The LEAD Method includes unique pedagogical approaches you will use to help your students develop a deep understanding of concepts. These are integrated into the lesson plans.

1. 5Cs Approach: Every concept is taught through the 5Cs approach



2. ELS: English Language Strategies



The LEAD Method

3. VLC: Visualise-Locate-Connect



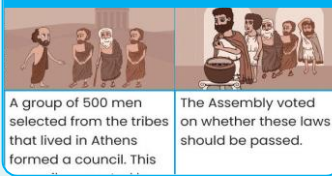
Visualise

See to understand better

Videos



Illustrations



Graphic Organisers

Parts of a Map

Directions

The four cardinal directions or points are north, east, south, and west, and the four intermediate directions or points are north-east, north-west, south-east, and south-west.

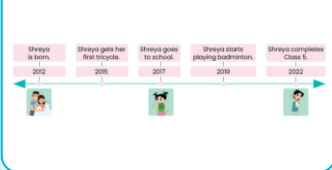
Symbols and Colours

Symbols are used to show human-made and natural features. They include pictures, letters, and shading. Colours are used to show features such as plains (in green) and mountains (in brown).

Scale

Scale is the ratio of the distance between two places on a map and the exact distance between them on the ground.

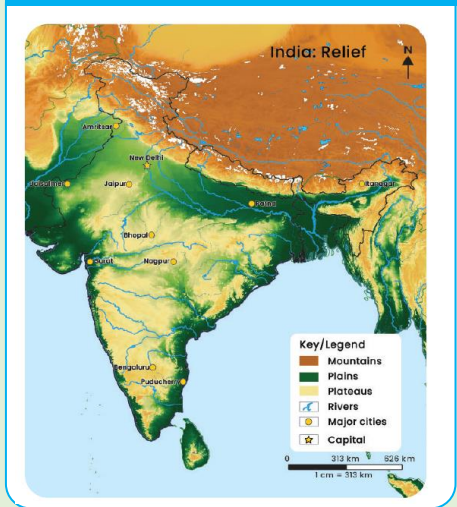
Timelines



Locate

Find out where things happen

Maps



Connect

The past with the present



Around 4,000 years ago, maps were made on clay tablets.



Today, maps are made digitally and can be used on our smartphones.

India with the world

First Neolithic settlements in the Fertile Crescent

First Neolithic Settlements in India

Field Visits



The government, society, and individuals

5.6 WAYS TO STRENGTHEN DEMOCRACY

1

Participating in Elections



All citizens must use their right to vote to hold the government responsible.

2

Choosing the Representative



Citizens must know the candidates and choose the right ones thoughtfully.

3

Standing against Corruption



Citizens must not give bribes to officials. This will reduce corruption.

4

Using Media



Media must be used effectively to voice opinions and point out any wrongdoing of the ruling government.

Project



Important Icons

Icons and Features of the Book

Let's Recall

Summarizes the previously taught concepts in order to learn the new concepts in the chapter

Chapter Overview

Gives an idea of the broad topics covered in a chapter to help you understand the flow and connections among them.

Concept Time

Simplifies, explains, and summarises select concepts for ease of understanding and revision

Did you Know?

Shares interesting facts that help broaden student's understanding of a topic or concept

Practice Questions

Provides the students with a wide range of questions for practice and the development of higher order thinking skills

Revision Guide

Provides a checklist to help students revise a chapter

Keywords

Explain the meaning of important and difficult words with examples and illustrations

Important Icons

Icons and Features of the Book



Think

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.



Read



Turn and Talk

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used



Stop and Jot



Think-Write-Pair-Share



Read-Write-Pair-Share



Students can access important resources at home by using the LEAD Student App.

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:

BOY

1 written assessment
Max marks – 40 Duration – 90 minutes

Bridge Course

1 written assessment
Max marks – 20 Duration – 20 minutes

Term 1

UASM 1
(Geography
Chapters 1 & 2)

UASM 2
(History Chapters
1 and 2)

UASM 3
(Political Science
Chapter 1, 2,
and 3)

UASM 4
(Economics
Chapter 1, 2 and
Geography
Chapter 3)

Four-unit assessments will be conducted in Term 1 with the following structure.

- **1 written assessment**
Max marks – 20 Duration – 40 minutes

MOY

Multiple Assessments

Subject Enrichment

Portfolio

- **MOY**
1 written assessment
Max marks – 80 Duration – 180 minutes
- **Multiple Assessments, Subject Enrichment, Portfolio**
To be assessed regularly
Max marks – 05

Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:

Term 2

UASM 5
(Economics
Chapters 4 and 5)

UASM 6
(Geography
Chapters 4 and 5)

UASM 7
(History Chapter 3
and Pol Science
Chapters 4 and 5)

EOY

Three unit assessments will be conducted in Term 2 with the following structure.

- **1 written assessment**
Max marks – 20 Duration – 40 minutes

Structure of the EOY Paper
1 written assessment

Max. marks – 80 Duration – 180 minutes

Assessment Structure for the Year

Internal Assessment – In addition to the EOY, the Board suggests an Internal Assessment for 20 marks. The structure of the Internal assessment is as follows.

Internal Assessment

Periodic Tests
(5 marks)

Schools may choose the UASMs and MOY as a form of a Periodic Test

Periodic Multiple Assessments
(5 marks)

In-class Quizzes, Oral Tests, Concept Maps, Exit Cards, and Visual Expressions to be conducted by the teacher. Graded as per the rubric provided. Assessed once per term.

Portfolio
(5 marks)

A portfolio is a collection of intentionally chosen student work. Assembled over time, it represents the learner's efforts, progress, growth, and achievements with respect to learning outcomes. Assessed once per term

Subject Enrichment Activities
(5 marks)

It is essential to assess at least one subject enrichment activity. For Social Science, the Board suggests Project Work as Subject Enrichment.

Assessment Framework

Unit Assessments

The written unit assessments will have the following structure.

Types of Questions	Marks	Questions	Total Marks
Multiple Choice Questions	1	3	3
Short Answer Questions	2	1	2
Short Answer Questions	3	1	3
Long Answer Questions	5	1	5
Case based Questions	4	1	4
Map	3	1	3
		10 questions	20 marks

MOY Assessments

The MOY assessments will have the following structure.

Types of Questions	Marks	Questions	Total Marks
Multiple Choice Questions	1	20	20
Short Answer Questions	2	4	8
Short Answer Questions	3	5	15
Long Answer Questions	5	4	20
Case based Questions	4	3	12
Map	5	1	5
		37 questions	80 marks

Assessment Framework

Spiraling in Assessments

- In Unit Assessments – Syllabus for UASM can be seen in the Important notes section.
- In MOY – All the questions will be from Term 1 chapters.
- In EOY, All the questions will be from Term 1 and Term 2 Chapters.

Difficulty level of Questions

Difficulty level of questions in the assessments are based on Board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analyzing situations and building on top of what was taught in class.
Bloom's Level	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with Board guidelines, LEAD assessments follow the structure explained below

Unit Assessments- 35% LOTS : 25% MOTS : 40% HOTS

MOY and EOY Assessments- 35% LOTS : 25% MOTS : 40% HOTS

Materials Required

You will need the following materials for the various activities and that will be conducted in Term 1 and Term 2.

List of Materials Required

To Be Bought Locally

To Be Bought Locally	
Geography	Chapter 1: India – Size and Location NA
	Chapter 2: Physical Features of India White powder or Lime powder
	Chapter 3: Drainage NA
	Chapter 6: Population NA
	Disaster Management NA
	Chapter 4: Climate NA
	Chapter 5: Natural Vegetation and Wildlife NA
History	Chapter 1: The French Revolution NA
	Chapter 2: Socialism and the Russian Revolution NA
	Chapter 3: Nazism and the Rise of Hitler NA
	Chapter 4: Forest Society and Colonialism NA
	Chapter 5: Pastoralists in the Modern World NA

Materials Required

You will need the following materials for the various activities and that will be conducted in Term 1 and Term 2.

List of Materials Required

To Be Bought Locally

Political Science	Chapter 1: What is Democracy? Why Democracy? NA
	Chapter 2: Constitutional Design NA
	Chapter 3: Electoral Politics NA
	Chapter 4: Working Institutions NA
	Chapter 5: Democratic Rights NA
Economics	Chapter 1: The Story of Village Palampur NA
	Chapter 2: People as Resource NA
	Chapter 3: Poverty as a Challenge NA
	Chapter 4: Food Security in India NA