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| CLASS- 11TH BOOK- NCERT ”Themes in World History”  SUBJECT- HISTORY | | | | | | | | | |
| MONTH | CHAPTER | PERIODS | TOPIC/ THEMS | PERIODIC TEST | INTERNAL NOTEBOOK | ASSESSMENT SUBJECT ENRICHMENT | MARKS DISTRIBUTION | | |
|  |  |  |  |  |  |  | 1ST (80) | MID (80) | ANNUAL (80) |
| JUNE | section Title:-I  1 Early Societies  Time line Them -1 | 5  10 | Introduction of world History. Introduction of time line 6May to 1BCE  Writing and city life Focus: Iraq 3rd millenn BCE  a. Growth of towns.  b. Natural of early urban Societies  c. Historians Debate on uses of writing. | l | submission of neat and clean notebook, discipline and regularity | Use of time line  To use a table to bring out the connection between city life and culture of contemporary civilization.  \*Group discussion  \*Using visual to explain. | 5  35 |  | 10 |
| JULY | Timeline - ll  C.100 BCE TO 1300 CE  Theme- B2  An Empire Across Three continents.  Section: ll  Them- 3  Nomadic Empires | 5  20  20 | Introduction the periods of the Empires Dynamics of the Roman Empire History of major world empire.  \*To discuss implications of Roman's contacts with the subcontinent empires and explain slavery. was a significant element in the economy.  \*To discuss the culture transformation in that period and impact of the slavery in development of a country  •Nomadic Empires:-  To understand the varieties of nomadic society and their institutions.  \* To locate the places in the map and comprehend the spread of the nomadic Society.  \* Discuss whether state formation is possible in nomadic Societies and life of pastoralist society | ll  lll | submission of neat and clean notebook, discipline and regularity  Map work Oral Test, Written Test, Black board Test | Quiz and Timeline discussion  Group discussion on slavery as a significant element in the economy Textual reading and discussion about changing dynamics of political history. Use fallow Chart to learn cultural transformation.  - Textual reading discussion about Genghis Khan, and watching Genghis Khan film and distinguish between the perspective and world's opinion about Genghis Khan | 5  35 |  | 10 |
| AUG |  |  | TERM 1ST |  |  |  |  |  |  |
| AUG | SECTION-lll  Timeline:- lll  \* Changing Tradition  Them- 4  An Empire Across three ORDERS | 5  20 | C. 1300 To 1700)! - Understand the Nature of the economy and society of this period and the changes wither them  Discuss on the decline of feudalism Explore the intellectual trend and events in the periods. | lll |  | Debate and explain the Historical phenomenon Feudalism and its myriad aspects with special reference to 1st 2nd 3rd 4th order of the society.  Discuss on slave trade and Relate between ancient slavery and serfdom and rise of nation state. |  | 10  35 | 10 |
| SEPT | Them- 5 Changing Cultural Traditions  Section-lll  Them:-5  Changing cultural tradition | 10 | Changing cultural Tradition:-  \*Paintings and buildings of this period \*woman and monuments of Renaissance periods  \*Discuss the idea of Renaissance and its positive and negative impact.  \*Discuss the Roman Catholic church's response to the protestant Reformation | lV | Graphic chart the life of woman during this period | Relate the different facets of Italian cities. Humanism and Realism. Discuss on Major influences on the architectural and literary development to understand facades to understand facades of Renaissance. |  |  | 10 |
| NOV  NOV  DEC | Section:- IV  Towards Modernisation:-  Them:-6  The Displacing indigenous people | 20  10 | Time line IV (C 1700 To 2000):- To recall the time of modernization  Discuss the process of displacement that accompanied the development of America and Australia  • Understand the implication of such processes for the displaced population  \* Reason out the causes of dis placement population and its impact on society.  \* Modernization need to be critically assessed. | lV | Use time line frame work Group discussion, Black board test  Textual Reading Demonstrate:  Work:- concept of modernization and its application, Note book work. | Remember and understand the time frame  Analyse the realms of settlement of - Europeans in Australia and America; lives and roles of indigenous people in these continents. |  |  | 10 |
| DEC |  |  | Mid Term |  |  |  |  |  |  |
| JAN | Section:- lV  Them- 7  Paths of to Modernization |  | Make student aware that transformation in the modern world takes many different forms.  \*Discuss the domains of Japanese nationalism  \* Nationalist upsurge in China and the era of communication |  | Textual Reading, Research work, comprehend the impact of Modernization,  Videos to understand the upsurge in China and learn about the era.  \* Explore the Japanese political, cultural and economic system after prior to and after the Meiji Restoration  \*Analyse the domains of and after the second world war  \* Summarize the nationalist upsurge in China from Dr. Sun Yet Sen to Mao Ze Dong to understand the era of Communism and the chinese path to modernization under Zhou en Lai and Deg xio ping in order to understand rigid communism to liberal socialism. | |  |  | 15  10 |
| FEB | Revision |  |  |  |  | |  |  |  |
| MARCH |  |  | ANNUAL EXAMINATION |  |  | |  |  |  |

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| **UNIT TEST SYLLABUS** | |
| UNIT TEST – 1 | Ch- Theme 1 From the beginning of Time |
| UNIT TEST – 2 | Ch- Them-2 Writing and city life time line ll ( C.100BCE to 1300CE) |
| UNIT TEST – 3 | Ch- Them- 3 An Empire Across three Continents. Them-4 nomadic Empires, Them-4 The Central. |
| UNIT TEST - 4 | Ch- Them-5, The three Orders Time Line lll ( C1300 to 1700) |
| **TERMINAL TEST SYLLABUS** | |
| Term- 1 | Section l- Ch- 1, 2 |
| Term- 2 (MID TERM) | Section ll- Ch- 3,4 |
| Term- 3 (ANNUAL) | All Sections |