

TERMWISE SYLLABUS

SESSION-2018-19

CLASS-VII (PRATIBHA)

SUBJECT: SOCIAL SCIENCE

First/Mid-Term : April 2018 to September 2018

CONTENT	Suggestive Activities	LEARNING OUTCOMES
<p>SOCIAL & POLITICAL LIFE-II Topic: Lesson-1" On Equality" Meaning & types of equality and inequality, In Indian democracy: equality, right to vote, issues of equalities in other democracies, value of human dignity, Indian constitution recognition Articles 14 to 18 & excerpt from Article 15. Challenge of democracy.</p>	<p>1) After telling the story of Omprakash Valmiki and other same type of story, 2) Ask student for imagine themselves as such type of characters and share their experiences in the class.</p>	<p>1) Believes in equality of opportunity for all people. 2) Shows empathy towards the people who are not provided with equal opportunities and thinks for viable solutions to lead a life with equal rights & dignity for all</p>
<p>Topic: Lesson-2" Role of the Government in Health" What is health? Healthcare in India: -the story of Hakim Sheik, the cost of a cure, public & Private health care services, Healthcare & equality. what can be done? Examples of Kerala & Costa Rica</p>	<p>1)Collect the information about Delhi Mohalla's clinic of their area 2)Discussion on the importance and available facilities of these Mohalla clinics.</p>	<p>1) Demonstrates sense of a society and strives for it. 2) Awareness of health 3)can compare availability of the same in his/her own locality</p>
<p>Topic: Lesson-3" How the State government works" Who is MLA? Debate in the Legislative Assembly, working of the government. Constituency, Majority, Opposition</p>	<p>1) Role play of Youth Parliament. 2) Search your constituency on the map of Delhi and find out the name of your councilor and MLA</p>	<p>Able to understand the differences between local and state govt. Explains process & mechanism of parliamentary and state elections</p>
<p>Topic: Lesson-4 "Growing up as Boys and Girls" Growing up children in Samoa island in the 1920s.growing up male in Madhya Pradesh in the 1960s.Valuing housework, lives of domestic workers, women's work and equality.</p>	<p>1)Poster making or slogan writing on Beti Bachao, Beti Padhao, Save the girl child ,knowing about the women empowerment policies</p>	<p>1) Appreciates the value of domestic work. and the contribution of women in different fields with appropriate examples. 2) Understand the gender equality.</p>
<p>GEOGRAPHY- OUR ENVIRONMENT Topic: Lesson-1 "Environment" Environment: Meaning, Components, Develop interconnection & sensitivity towards environment. Environment's components: Natural, Human-made, Human. Domains of the environment: lithosphere, Hydrosphere, Atmosphere, Biosphere. Eco-system, Human Environment, Barter system, Balance, harmony</p>	<p>1) Class discussion on the topic of changes in environment & human 2) Description / Essay on an ideal environment. 3)Write & discuss the articles with a specific description of Cape Town (South Africa) related news on "Importance of Water".</p>	<p>1) Understands that there are different components of the environment & the interrelationship among them. 2) Appreciates & sensitivity towards environmental conservation. 3) analyze the causes of</p>

<p>and inter-relationship with components of environment. Impacts of environment changes ó pollution factors, & remedies to control the pollution.</p> <p>Topic: Lesson-2 "Inside Our Earth" Natural environment, land, The composition of major layers of the interior of the earth, various types of rocks, minerals, their uses.</p> <p>Topic: Lesson-4 "Air" Composition of atmosphere, structure of atmosphere, weather and climate, temperature, air pressure, wind, moisture</p>	<p>1) Collect the samples of rocks. 2) Make the model of the earth interior 3) Make a table of objects which is made up of different minerals.</p> <p>1) Making a weather calendar for one week.</p>	<p>pollution around them and discuss about the means to control it</p> <p>1) Understands the interior of earth, importance of minerals & rocks etc. 2)Can suggest the causes and security measures of different disasters</p> <p>1) Understand the Greenhouse gases effect, importance of atmosphere 2)Can discuss the composition and structure of atmosphere</p>
<p>HISTORY: OUR PAST –II</p> <p>Topic: Lesson- 1 " Tracing changes through a thousand years" Two different maps of Indian sub-continent, new & old terminologies, historians and their sources, New social & political groups, region, empire. Old& new religions. Thinking about time and historical periods.</p> <p>Topic: Lesson-2 "New Kings & Kingdoms" The emergence of new dynasties, Administration in the kingdoms, <i>Prashatis</i> & land grants, warfare for wealth. From <i>Uraiyyur</i> to <i>Thanjavur</i>, splendid sculpture & temples, Agriculture & Irrigation, The administration of the empire.</p> <p>Topic: Lesson-3 "The Delhi Sultans" The rulers of Delhi, Finding all about Delhi Sultans, The expansion of the Delhi Sultanate, Administration & consolidation under Khiji & Tughluq , Sultanate in the 15th & 16th centuries.</p> <p>Topic: Lesson-4 "Mughal Empire" Who were Mughals? Mughal military campaigns, Genealogy / succession of Mughal empire. Relations with other rulers, Mansabdar & Jagirdars, Zabt & Zamindar. A closer look: Akbar's policies, Mughal empire in 17th century and after.</p>	<p>1) Make the list of different historical sources. 2) List of new & old terminologies. 3)Educational tour at the place of major inscription/ records</p> <p>1) Locate &write the name of state of northern, middle& southern part of India of Pre-Medieval period.</p> <p>1) Make the list of buildings buit during the Delhi Sultanate period 2)Preparing worksheet during Delhi's local tour</p> <p>Do comparison in between present administration and Mughal & Maratha's administration.</p>	<p>1)Understands the importance of textual records in examining the history of the period in addition to manuscripts, inscriptions & archeological evidence</p> <p>1) Traces the key developments in North & south India from 7th to 12th centuries. 2)can compare important historical changes of a place to another place</p> <p>1)will compare the administration and strategies of sultanate rulers 2)understand the architecture of different buildings of Delhi sultanate</p> <p>1) Understands the genealogy of Mughals. 2) compare the revenue and religious system of Mughals with that of Delhi sultanate</p>

Revision for Midterm Exam

Second/Final Term : October 2018 to February 2019

<u>SOCIAL & POLITICAL LIFE-II</u>		
<p>Topic: Lesson-3" How the State government works" Who is MLA? Debate in the Legislative Assembly, working of the government. Constituency, Majority, Opposition (will come in second term exam also)</p>	<p>1) Role play of Youth Parliament. 2)Search your constituency on the map of Delhi and find out the name of your councilor and MLA</p>	<p>1) Able to understand the differences between local and state govt. 2)Explains process & mechanism of parliamentary and state elections</p>
<p>Topic: Lesson-6"Understanding Media" Meaning of Media, Media & Technology, Media & Money, Media & Democracy, Setting Agendas, Importance and limitations of Media.</p>	<p>1) What is difference between Media and Social-Media? 2) Is Social Media important? 3)What are the drawbacks of it? 4) Discussion on importance of media in democracy</p>	<p>1) Recognize various forms of advertisement & means of communication in their surroundings and how it influences people. 2) knows about the different types of media</p>
<p>Topic: Lesson-8 "Markets around us" Need of market, Types of market: Weekly market, Shops in the neighborhood, Shopping complexes and malls, chain of markets, Market everywhere, Markets of Delhi, Markets & equality.</p>	<p>1) Compare the shops in your neighborhood with Shopping Malls. 2) Make a list of Delhi's markets and what kind of accessories do we get in Delhi market?</p>	<p>1) Explain why government needs to regulate economic activities. 2)Explains the difference between different types of markets</p>
<p>Topic: Lesson-9 " A shirt in the Market" Cotton production in Kurnool. The cloth market of Erode, weavers producing cloth at home, putting out system, the garment exporting factory near Delhi. The shirt in the United States of America, who are the gainers in the market? Market and equality.</p>	<p>1) What type of the efforts done to reach the market of a readymade shirt? 2) Do the discussion on profit distribution in the market. 3) Discuss the topic of Online shopping.</p>	<p>1) Comprehend the marketing process starting from manufacturing to distribution 2) Understand the chain of markets. 3) Understand the regulation of economic activities by govt.</p>
<p>Topic: Lesson-10" Struggles for Equality" Struggles for equality: Tawa Matsya Sangh, - their struggle for independence and inequality, Constitution of India óA living Document.</p>	<p>1) Make a collage of such movements. 2) Shows videos of Tawa-Matsya Sangh and discuss</p>	<p>1)Will follow the path of equality in his/her environment 2) Understand the main features of Indian Constitution. 3)Understand the importance of equality in Democracy</p>
<u>GEOGRAPHY-OUR ENVIRONMENT</u>		
<p>Topic: Lesson-1 "Environment" Environment: Meaning, Components, Develop interconnection & sensitivity towards environment. Environment's components: Natural, Human-made, Human. Domains of the environment: lithosphere, Hydrosphere, Atmosphere, Biosphere. Eco-system, Human Environment, Barter system, Balance, harmony and inter-relationship with components of</p>	<p>1) Class discussion on the topic of changes in environment & human 2) Description / Essay on an 'Ideal environment'. 3) Write & discuss the articles with a specific description of Cape Town (South Africa) related news on "Importance of</p>	<p>1) Understands that there are different components of the environment & the interrelationship among them. 2) Shows appreciation & sensitivity towards environmental conservation. 3) Co-relate knowledge</p>

<p>environment. Impacts of environment changes ó pollution factors, & remedies for control the pollution (will come in second term exam also)</p> <p>Topic: Lesson-4 "Air" Composition of atmosphere, structure of atmosphere, weather and climate, temperature, air pressure, wind, moisture (will come in second term exam also)</p> <p>Topic: Lesson- 5 " Water" Distribution of water bodies, drinkable water and salinity water, Water Cycle, major oceans, sea, lakes, rivers, ocean circulation, waves tides, ocean currents. Water conservation.</p> <p>Topic: Lesson-6 " Natural Vegetation & Wild Life" Natural vegetation & categories: Forests, Grasslands, Shrubs. Types of Forests and Grasslands. Wildlife found in those forests , Importance of forest conservation</p> <p>Topic: Lesson- 8 " Human Environment Interactions: The Tropical and the subtropical Region Life in the Amazon basin:- Climate , rainforests ,people of the rainforests. Life in the Ganga-Brahmaputra basin</p> <p>Topic: Lesson – 10 "Life in the Deserts" Meaning, different types of deserts: Hot desert- Sahara: area and expansion, Climate, flora & fauna, people. Cold desert- Ladakh: Area, expansion, Climate, flora & fauna, people.</p>	<p>Water".</p> <p>1) Make a weather calendar for one week.</p> <p>1) Write & discuss the articles with a specific description of Cape Town (South Africa) related news on "Importance of Water". 2) Map work: Show on world map major Seas , Lakes, Rivers (page no.31) & Ocean Currents (page no.37)</p> <p>1) Make a list of trees and creatures which are found in different types of forests. 2) Search Indian forests in Atlas. 3) Discuss the topic "If forest would not exist."</p> <p>1) Show the northern rivers on Indian map</p> <p>1) Find out the Indian Hot desert on the map & make a list of flora and fauna of this desert. 2) On the outline map of India mark the Karakoram range, Zaskar Range, Leh, Rohtang pass, Ladhak and ZojiLa pass and Thar Desert. 3) Mark the Sahara Desert, and Kalahari Desert on African Map</p>	<p>with daily life experiences about four realms of the earth & their relevance</p> <p>1) Understand the Greenhouse gases effect, 2)Importance of atmosphere</p> <p>1)Able to identify the natural resource of water and need of conservation and aware of various factors contributing to pollution of water and understand their duties towards prevent the resources.(Water, Air, Forest,)</p> <p>1) Can compare the different types of region. 2) Able to draw inter relationship between climatic regions & life of the people in different regions</p> <p>1) List the living condition in tropical and subtropical region. 2) List the economic activities, flora & fauna of these two regions.</p> <p>1) Will be able to explain the complexities and hardness of life in desert area 2) Show the desert area on world as well as Indian map.</p>
<p>HISTORY: OUR PAST –II Topic: Lesson-4 "Mughal Empire" Who were the Mughal? Mughal military campaigns, Genealogy / succession of Mughal empire. Relations with others rulers,</p>	<p>Do comparison in between present administration and Mughal & Maratha's administration.</p>	<p>1) Understands the genealogy of Mughals. 2) Compare the revenue system of Mughals' with</p>

<p>Mansabdar & Jagirdars, Zabt & Zamindar. A closer look: Akbar's policies, Mughal empire in 17th and after. . (will come in second term exam also)</p> <p>Topic: Lesson- 6 "Towns, Traders & Crafts Persons" Administrative centers, Temple towns& pilgrimage centers, A network of small towns, Traders big & small, crafts in towns, A closer look: Hampi, fishing in troubled waters: Masulipatnam, and Surat A gateway of west, new towns and traders.</p> <p>Topic: Lesson-8 "Devotional Paths to the Devine" The idea of a supreme God, Nayanars & Alvars, Philosophy & Bhakti. Basavanna 's Virarashivism , saints of Maharashtra, Nathpanthis , siddhas & Yogis Islam & Sufism , New religious developments in North India , A closer Look: Kabir & Baba Guru Nanak.</p> <p>Topic: Lesson-10 "18th Century political formations" The crisis of the empire and the later Mughals, Emergence of new states, the old Mughals provinces, The <i>watan jagirs</i> of the Rajputs, Seizing Independence: Sikhs, Marathas, Jats. In world: The French revolution.</p>	<p>1) Map work: Important centers of trade and artisanal production in central & south India. 2) Compare Delhi to any one of cities described in this chapter. Why do you think that Delhi is the important city?</p> <p>1) Make a list of Bhakti Saints and places they belong 2) Search a state from East, West, North, South, of India and discuss their food clothing, languages, festivals, art etc.</p> <p>1) Discuss in the classroom on popular tales about the described topic in the chapter and find out the truth behind those tales. 2) Map work: New states formation in the 18th century and British's provinces in the 18th century.</p>	<p>that of sultanate.</p> <p>1) List the factors that led to the growth of towns 2) Explain various activities and their relation with the extent of towns. 3) Learn about the new art craft and production activities</p> <p>1)Able to analyze the factors that led to the emergence of new religious ideas and movements (Bhakti & Sufi) 2) Discovers how new languages were used to compose poems, songs & other literary works.</p> <p>1)Develops an understanding of the reasons for the decline and disintegration of Mughal empire and rise of new political groups such as Jats , Marathas, Sikhs, & Rajputs during first half of 18th century</p>
<p>Revision of second term chapters for CASE WHICH INCLUDES Writing practices, Map work practices, Class Tests, projects, Worksheet practice & Model papers.</p>		

NOTE: For the students-

- Do the regular practice of given map work in the chapters.
- Cover your note book with the colour map of India & world
- Write the Glossary word in the beginning of exercise work.
- Read the Newspaper and references book in the library.
- Listen or see the news on the TV, & Radio.
- Search & surf the website and references which are given in the back of your books.
- **For the Teachers:**
- Pay the special attention on the given boxes information, maps & pictures in the chapters.
- Please read the introductory note for teachers & Foreword in the starting of Book.
- Search the website and references which are given in the back side of books.
- Above cited activities and outline syllabus is suggestive. Apart from these, other pedagogies & practices can also be done in the accomplishment of the learning outcomes.
- Follow the learning outcomes with every chapter.