

<u>PLAN FOR TEACHING & MAKING LESSON PLAN</u>		
<u>Class 7th Ch. 1 Equality in Indian Democracy</u>		
1.	Objectives	The chapter aims to enlighten the students about the concept of Equality with reference to Indian democracy. Equality is the most important element of democracy, e.g. all adult have equal rights to vote, known as Universal Adult Franchise.
2.	P.K. Testing	1. What is equality ? 2. What is the main reason for inequality in a society ?
3.	Vocabulary	Democracy, Caste inequality, Universal Adult Franchise, dignity, untouchability, gender discrimination.
4.	Important spellings	Agitation, consensus, hostilities, justice, amusement, discrimination.
5.	Aids/Innovating methods,	Smart board, book, Extramarks, Debate on topic of Caste and Gender discrimination.
6.	Procedure	1. Equality in democracy will be explained with different provisions given in Constitution e.g. Untouchability is declared illegall by law. No one can be discriminated on the basis of religion, race, caste, sex, disability or place of birth. 2. The otherway is to assure equality is through Welfare Schemes. The aim of this programme is to provide better opportunities to all regardless of any caste, class or religion. 3. Examples: Mid-day Meal Scheme, Sarva Shiksha Abhiyan.
7.	Students' Participation	Students will answer different questions about inequalities prevalent in societies: 1. Which is the most common form of inequality in society? 2. What is meant by Gender-based Inequalities?
8.	Recaptulation /Assignment	India is not the only country in the World that has been fighting to promote equality. In every country, there are sections of society fighting for greater recognition and equality. 1. Which country is suffering from racial discrimination? 2. Name the people who fought for equal rights ?
9.	Activity	Role Play on the topic 'Issue of inequality in various societies. Prepare a case study to show different forms of inequality, related to poor children.
10.	Learning Outcome	1. Explain the significance of equality in democracy. 2. Distinguish between political equality, economic equality and social equality.
11.	Resources	Text book, Power Point Presentation, Extra Marks all modules.
12.	Co-scholastic activities	Prepare a poster or chart on either gender discrimination or caste-based discrimination.
13.	Assessment	1. Do you think equality can only be achieved by Universal Adult Franchise? 2. How do inequalities fail to recognise an individual's worth ?

PLAN FOR TEACHING & MAKING LESSON PLAN

Ch. 2 Healthcare Services in INDIA

1.	Objectives	The lesson aims at creating awareness about the health care services in India and to understand the present scenario.
2.	P.K. Testing	1. What is health? 2. Give two factors on which health depends.
3.	Vocabulary	Public health and Private health services, Primary health centres
4.	Important spellings	Dispensary, diagnose, monitoring, laboratories, hospitals etc.
5.	Aids/Innovating methods,	Smart board, PPTs, Debates to increase the understanding level of the students,
6.	Procedure	The teacher explains: In democracy, the government is responsible for developing, implementing and monitoring health plans for improving the health of the people. Healthcare in India: It is 4 th largest manufacturing and leading producer of medicines in the world. It has the largest number of medical institutions in the world from where 15,000 medical experts pass out every year. Public health services are responsible for organising health camps in order to spread awareness about various services. Private health services are expensive and not within everyone's reach. Their prime motive is to earn profits by encouraging the most expensive treatment for the patients.
7.	Students' Participation	Students will debate on the topic health with the examples of their own cities and other related areas.
8.	Recaptulation /Assignment	1.What is the relation between health care and equality 2.Why the government needs to play a proactive role to provide essential health services?
9.	Activity	Visit a health camp organised by the public health services and write a detailed note on it.
10.	Learning Outcome	Students will be able to : define and explain health and the factors responsible for it, discuss the scope of improvement in the health care services.
11.	Resources	Smart board, PPTs on health care services
12.	Co-scholastic activities	Compare and make a list of differences between the services of a public hospital and private hospital.
13.	Assessment	1. What is the relation between health care and equality? 2. How can you combat health related issues?

PLAN FOR TEACHING & MAKING LESSON PLAN

Ch. 1 Medieval India

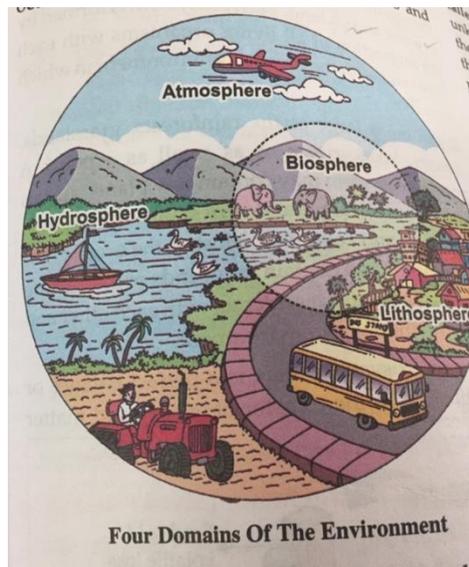
1.	Objectives	Students will be able to learn the different names of India, how archaeological and literary sources help in the study of history.
2.	P.K. Testing	1. In how many periods history is divided? 2. Which are the two main sources of medieval history?
3.	Vocabulary	Epigraphy, Artefact, Inscriptions, Chronicles, Numismatics.
4.	Important spellings	Economy, mosques, impetus, polity, minarets, Sculptures.
5.	Aids/Innovating methods,	Smart board, Text book,
6.	Procedure	The medieval period starts from the beginning of the 8 th century to the end of the 18 th century. There are two types of sources: Archaeological Sources: These include monuments, art objects, inscriptions, coins etc. They give valuable information of the period to which they belong. Literary Sources: These are the written records like chronicles of courts, historians, autobiographies, biographies, court records and travelogues etc. In the 13 th century, with invention of papers plenty of literary sources are available for us.
7.	Students' Participation	Students will be asked to do objective exercises of the chapters, to collect pictures of various historical buildings and paste in notebook.
8.	Recaptulation /Assignment	1. What are the sources of medieval history? 2. Name any two biographies. 3. What is the importance of monuments to you as a student of history.
9.	Activity	Find out certain policies for the tribal population and organise a discussion in class.
10.	Learning Outcome	Students will be able to understand Literary and Archaeological sources, biographies and autobiographies.
11.	Resources	Extra Marks all modules, videos showing monuments of medieval time
12.	Co-scholastic activities	Paste the pictures of coins of the medieval period.
13.	Assessment	1. List the historical developments during the medieval period. 2. Visit to historical place of your locality & make a report of the place.

Chapter-1

TOPIC: OUR ENVIRONMENT

LEARNING OBJECTIVES:

- Students will enable to know the major components of their environment.
- They will able to distinguish between the biotic and abiotic environment.
- Students will enable to identify the four domains of the natural environment.



PREVIOUS KNOWLEDGE TESTING:

The teacher can show the diagram of the four domains of the environment. To introduce the topic, the teacher can ask several questions based on this diagram:

1. What type of the activity can be seen in this picture?
2. Why is the extent of the biosphere lesser than other domains?
3. What kind of life exists in the biosphere?
4. What is hydrosphere?

VOCABULARY: Atmosphere, biosphere, ecosystem, environment, hydrosphere, lithosphere, interaction

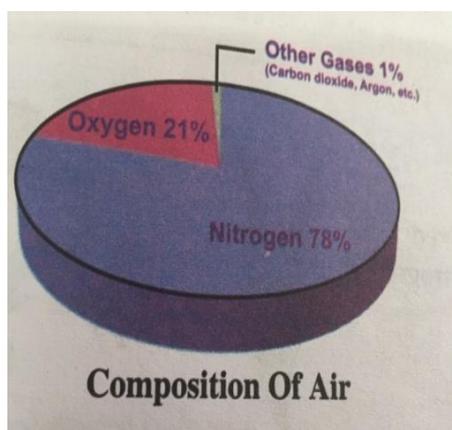
IMPORTANT SPELLINGS: Environment, watery planet, envelopes, biosphere, rotifers, copepods, equilibrium, ecological imbalance, injudicious

AIDS/ INNOVATIVE METHODS USED: Smart board, chalk board, diagrams, chart.

PROCEDURE:

Teacher explains:

- Land, water and air together with all living organisms like plants and animals make up our environment.
- Our environment is made up of different components like natural environment and human –made environment.
- The four domains of natural environment are- (a) the lithosphere (b) the hydrosphere (c) the atmosphere (d) the biosphere
- The ecosystem is formed by the interaction of all living organisms with each other and with the physical environment in which they live.
- The human environment provides human beings with different materialistic needs.
- Human beings and their activities causes the greatest danger to the environment.
- The perfect balance between the natural and human environment is the need of the hour.



PARTICIPATION OF STUDENTS:

Students are required to prepare a Power Point project on any one topic:

1. Lithosphere
2. Causes of Ecological imbalance
3. Influence of human beings on the environment
4. Importance of taking care of the environment

RECAPITULATION/ASSIGNMENT:

- ✓ What are the major components of environment?
- ✓ Write a short note on biosphere?

- ✓ How do plants and animals depend on each other
- ✓ Why are human beings known as the most important part of the environment?

INTEGRATION WITH OTHER DOMAINS:

Integration with English, basic Science, basic Mathematics.

LEARNING OUTCOME:

- Students will be able to explain the term biosphere and will be able to describe biodiversity.
- Students will get to know the concept of ecosystem.
- They will be able to explain the role of human environment.
- Students will unable to suggest measures for its maintenance.
- They will get to know the need of maintaining ecological balance.

RESOURCES:

Books, Extra marks, [ttp://earth.use.edu](http://earth.use.edu)

CO-SCHOLASTIC ACTIVITIES:

1. Model –making
2. Debate on the topic: “Human beings and their activities – danger to the environment”

ASSESSMENT:
tests and worksheet

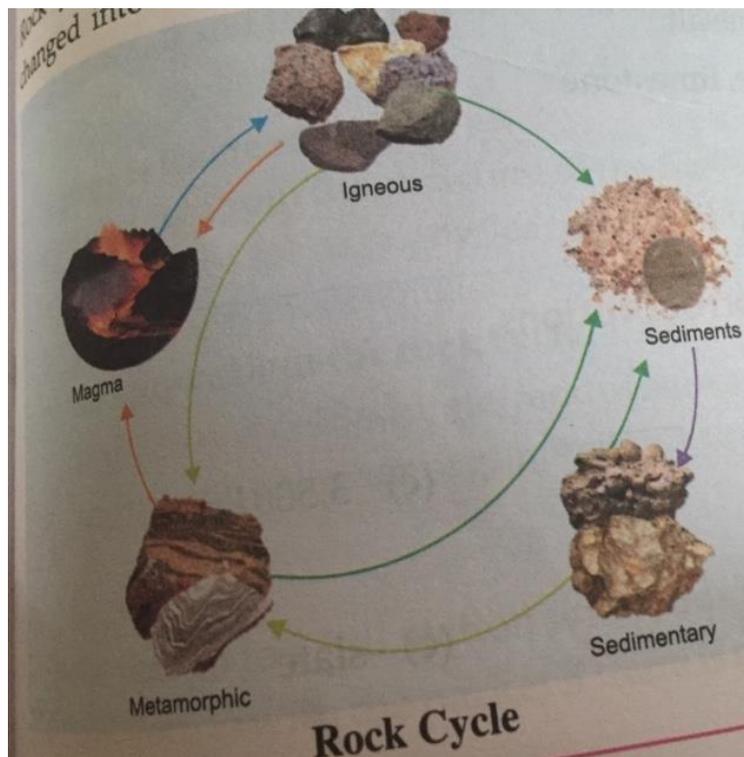
Assessment will be done on the basis of class

Rocks and minerals are found in the crust of the Earth. There are three kinds of rocks- igneous, sedimentary and .

metamorphic. Rocks, which break into small fragments due to the cooling of molten magma inside the Earth's crust or on the surface of the Earth. Under very high temperature and pressure, the igneous and sedimentary rocks change their form and become very hard. Such rocks are called metamorphic rocks. The rock cycle is a process in which one type of rock transforms into another in a cyclic manner. The scientific study of rocks is called petrology.

PARTICIPATION OF THE STUDENTS:

1. Group Activity: Divide the class into three groups and name 'Crust', 'Mantle' and 'Core'. Each group will highlight the composition, thickness and the range of temperature of the layer of the Earth it represents.
2. From the internet, find out the names of the five parent rocks and their metamorphic changed form.
3. Paste pictures of various minerals and write their uses. Examples: (a) Metallic minerals: lead, zinc, copper, aluminium (from the ore called bauxite), iron, manganese, gold, diamond (b) Non-metallic minerals: coal, mica, petroleum, gypsum, quartz, asbestos, limestone, marble.



RECAPITULATION/ ASSIGNMENTS:

- ✓ Define core of the Earth.
- ✓ How are sedimentary rocks formed?
- ✓ Explain the concept of rock cycle.
- ✓ Differentiate between magma and lava.
- ✓ Write some uses of minerals.

- ✓ How does the understanding of the interior of the Earth enhance our knowledge about the relief features of the Earth

INTEGRATION WITH OTHER DOMAIN:

Integrated with English, Drawing, Environmental science.

LEARNING OUTCOME:

After studying the lesson, the students will be able to:

- Know various layers of the Earth.
- Classify rocks according to their mode of formation.
- Describe the characteristic features of each type of rock.
- Describe the process of rock cycle.

RESOURCES:

Books, Extra marks, <http://earth.use.edu>

CO-SCHOLASTIC ACTIVITIES:

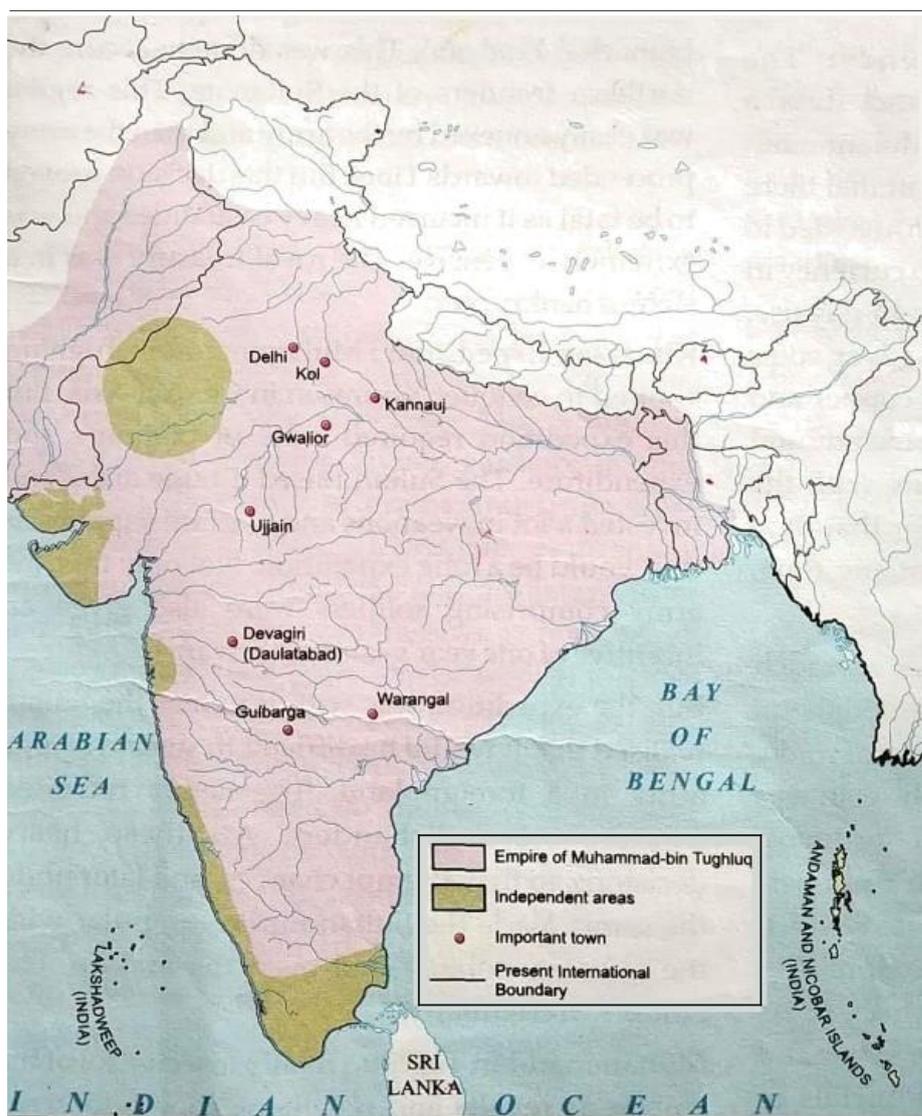
Model –making, debate

ASSESSMENT:
and worksheet

Assessment will be done on the basis of class tests

<u>PLAN FOR TEACHING & MAKING LESSON PLAN</u>		
<u>Ch. 2 Rise of New Kingdoms</u>		
1.	Objectives	To give knowledge about the different names of India, about medieval history which saw the rise of Muslim dynasties.
2.	P.K. Testing	1. Who were Rajputs? 2. Who was the first muslim to study the Puranas ?
3.	Vocabulary	Descendant, dynasty, sculpture , reign, clan, empire.
4.	Important spellings	Bureaucrats, conquest, inscriptions, valanadu, cultivators.
5.	Aids/Innovating methods,	Details about Rajputs, Chola King's and occupations will be given to students through videos.
6.	Procedure	Topic History will be discussed with reading that how the Historians divided the history into different periods. North India: The Rajputs were powerful in the North, they were called themselves Suryavanshi(Sun family) others called themselves as Chandravanshi(Moon family). The Deccan was the region between the rivers Krishna and Narmada The Rashtrakutas, Chalukya Kakatiyas and the Yadavas were the important kingdoms. South India: The kingdoms known as the Pallavas, Pandyas and Cholas were always struggling each other supremacy. Rajaraja Chola was a brilliant commander and a great administrator. Cholas made new developments in agriculture and irrigation system.
7.	Students' Participation	Students will discuss about developments of agriculture under the Cholas and the role of rich temples in the developments. They will do comparisons on administration of Chola empire with other Southern States.
8.	Recaptulation /Assignment	1. Who was the most popular Chauhan ruler? 2. Name the capital of Paramaras. 3.Which rulers founded the city of Dhilika?
9.	Activity	Make a collage of of Chola temples and other monuments.
10.	Learning Outcome	Students will be able to understand about Chola Kingdom, why the battles of Tarain were fought between the forces of Prithviraj Chauhan and Muhammad Ghori.
11.	Resources	Smart board, Text book, Extramarks videos.
12.	<i>Co-scholastic activities</i>	<i>Divide the class into groups to create a collage of sketches to show the futility of warfare and the destruction that follows. Write catchy slogans.</i>
13.	<i>Assessment</i>	<i>1. What is meant by medieval in history? 2. List the historical developments during the medieval period.</i>

PROJECT WORK : History Ch,5 Medieval Architecture
Geo. Ch.3 Our Changing Earth
Geo. Ch.6 Weather and Climate



Muhammad-bin Tughluq's Empire (In 1335)

PLAN FOR TEACHING & MAKING LESSON PLAN

Ch. 3 The State Government

1.	Objectives	This lesson aims at giving a thorough understanding of the way a state government in India works. It further elaborates on the legislature at the state level and the various functionaries
2.	P.K. Testing	1. Name three levels of government. 2. What is full form of MLA? 3. Define Unicameral and Bicameral.
3.	Vocabulary	Constitution, Legislature, Unicameral, Bicameral.
4.	Important spellings	Accountable, Constituencies, Governor, decisions, representatives, elections, assent, finance.
5.	Aids/Innovating methods,	Elections procedure will be explained to students with current examples. Discussions will be done in groups on topics why a good number of people are not taking part in voting.
6.	Procedure	Level of Government-Centre, State and Local, their functioning and importance will be explained. Legislative Council: Vidhan Parishad/Legislative Council exists only in seven states. Its members are indirectly elected. Its tenure is six years, a permanent body, only 1/3 members retire every 2 nd year. Legislative Assembly: Its members are directly elected for five years. The Governor is the nominal head of the state. The leader of the majority party becomes the Chief Minister of the state. Functions of the Government: In the assembly, a bill can be introduced in any house. Member debate on it, the bill is sent for the Governor's assent. Once he signs, it becomes a law.
7.	Students' Participation	Debates on the participation in election, why people are not taking part in voting? Students will give their suggestions on issues relating to elections.
8.	Recaptulation /Assignment	1. In how many states legislative council exists? 2. Who appoints the Governor of the State? 3. What is meant by Unicameral?
9.	Activity	1. Find more about how a law comes into force. Prepare a flow chart to describe the process step-by-step on a chart paper. 2. Imagine that you are an MLA. Similar to the Assembly proceeding's example given in the lesson, prepare a questionnaire relating to the issues of your constituency.
10.	Learning Outcome	Students will be able to understand the working of both Legislative Council and Legislative Assembly, able to compare the functions of state government to local government .
11.	Resources	Text book, Video's related to election
12.	Co-scholastic activities	Debate and discussions will enhance their thinking and they will be able to understand the working of the government.
13.	Assessment	1. Do you think there is a reason for not giving complete authority to state government? 2. Do you know the MLA of your area ?

Chapter-4
TOPIC: MAJOR LANDFORMS

LEARNING OBJECTIVES:

In this chapter, students will be able to understand:

- Weathering and erosion process.
- Distinguish between sudden and slow movements responsible for the changes on the surface of the Earth.
- Describe the work of a river.



PREVIOUS KNOWLEDGE TESTING:

To explain the changing face of the Earth, the teacher can show the images of landforms like mountains, valleys, gorges and ask the students several questions, based on the images:

- a. Have you ever seen a mountain?
- b. What is a gorge?
- c. Name a glacier situated in India .

VOCABULARY: Delta, erosion, lagoon, meanders, mouth(of river), natural levees, rapid, source, weathering

IMPORTANT SPELLINGS: Glaciers, river Zamdezi, sand bar, distributary, swift, ox-bow lake, deposition, marine, sea arch, stacks, tarn, cirque, erodes, loess

AIDS/INNOVATIVE METHODS USED:

Smart class, chalk board, chart, pictures, maps.

PROCEDURE:

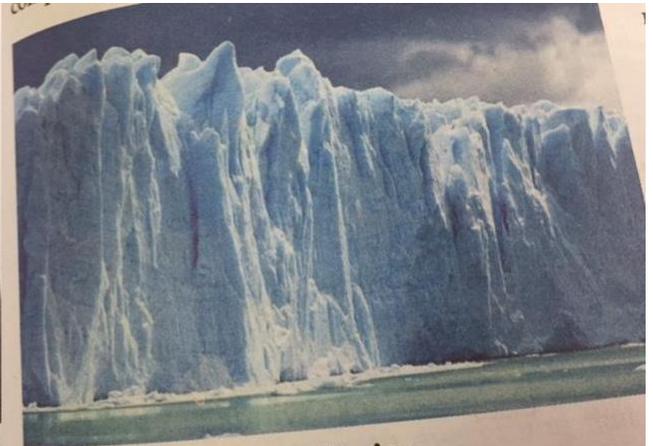
The teacher explains:

Wearing away of landforms is caused by two processes, weathering and erosion. Weathering is the breaking up of the rocks on the Earth's surface. Erosion is the wearing away of the landforms by different agents like running water, wind and moving ice. A river is the most powerful agent of erosion. Common landforms formed by a river are V-shaped valley, gorge, meanders, ox-bow lake. The river ends at the river mouth where a triangular depositional landform is formed by the distributaries which is called delta.

The rock material present in seawater causes the erosion of landforms



An Ox-Bow Lake



Glacier

against which it crashes is known as marine erosion. Sea cliffs are formed when waves crash against a high rocky coast the base. Sea waves created through passage when a headland projecting into the sea is dashed which is called a sea arch.

Moving ice leads to the formation of glaciers, u-shaped valley, cirque, tarn etc. Glacier is a river of snow and when a glacier passes through a valley, its sides are eroded and u-shaped valley is formed.

PARTICIPATION OF STUDENTS:

COLLAGE MAKING:

- a. Cut out pictures of various landforms from magazines and newspapers. Make a collage with them.
- b. Collect information about the features of erosion and deposition caused by any two agents of gradation. Prepare a project on it.

RECAPITULATION/ASSIGNMENT

- ✓ Define u-shaped valley. How is it formed?
- ✓ Explain the formation of sand dunes.
- ✓ What is a river basin? Write down the two ways in which running water carries out its work.
- ✓ Discuss how v-shaped valley is formed/
- ✓ Write a short note on flood plains.

RECAPITULATION/ ASSIGNMENT:

- ✓ Discuss the wildlife found in the Amazon.
- ✓ What are the conditions which support agriculture in the Ganga-Brahmaputra region?
- ✓ Briefly describe the climate of the Ganga-Brahmaputra basin.
- ✓ Write a short note on wildlife of Amazon basin.

INTEGRATED WITH OTHER DOMAIN:

English, zoology, basic mathematics.

LEARNING OUTCOME:

- Students enable to explain the formation of various erosional and depositional features produced by river.
- Students will get to know the work of sea waves, moving ice and the wind.
- Students will be able to understand features made by sea waves, moving ice and wind with the help of diagrams.

RESOURCES:

Book, Extra-marks,Map,Chart, <http://en>.

ASSESSMENT:

Assessment will be done on the basis of class tests and worksheets.

LESSON PLAN**CLASS 7th****SOCIAL SCIENCE****MONTH : JULY,2021-22**

<u>PLAN FOR TEACHING & MAKING LESSON PLAN</u>		
<u>Class 7th Ch. 6 Town, Traders and Craftsmen</u>		
1.	Objectives	The aim of the lesson is to enlighten the students about the growth and development of towns. Trade and commerce flourished and villages grew into towns.
2.	P.K. Testing	1.What is meant by Mandi? 2.who was Vasco da Gama? 3. Define Pilgrimage .
3.	Vocabulary	Travellers, ambassadors, deities, pilgrimage, commerce.musicians.
4.	Important spellings	Manufacturing, settlement, strategic, guilds, sculptors, Maslipatnam.
5.	Aids/Innovating methods,	Topics will be discussed with help of smart board, Text book and other information will be collected from internet
6.	Procedure	The topics will be explained with reading of different types of towns, their growth, how they became trade centres, especially during the reign of Jahangir and Shah Jahan. There were different types of towns like capital towns, religious towns etc. Important towns like Hampi, Surat and Masulipatnam developed as important trade centres. Europeans came to the Indian subcontinent in search of spices and other products in the 15 th century.
7.	Students' Participation	Students will prepare a report on Black towns. Students will arrange quiz activity in class by forming different groups.
8.	Recaptulation /Assignment	1. What kind of offices were set up in Surat? 2. Which town was prosperous due to the trade of diamonds and rubies?
9.	Activity	Debate and discussions on important towns like Hampi, Surat and Masulipatnam in class.
10.	Learning Outcome	After discussion in the class, students will be able to understand the following questions: 1.Name the capital city of Cholas. 2.What were Black Towns?
11.	Resources	Text book, Smart board, Video related to different towns.
12.	Co-scholastic activities	Collect information about the monuments of any two capital towns and find the details of how they lost importance.
13.	Assessment	1.List the two conditions that were required for trading and business towns to develop. 2. How did Surat gain its importance as a trading centre?

CHAPTER : 5
TOPIC: AIR – COMPOSITION AND STRUCTURE

LEARNING OBJECTIVES:

In this chapter students will be able to understand :

- The force of gravity holding the atmosphere
- The composition of atmosphere
- Structure of the atmosphere
- The difference between each distinct layer of the atmosphere

PREVIOUS KNOWLEDGE TESTING:

To introduce the topic the teacher can ask the following questions:

- Name the gas present in the largest quantity in the atmosphere.
- Can you name any two gases found in our atmosphere?
- Why is oxygen important for us?
- What would happen if there was no carbon dioxide in the atmosphere?

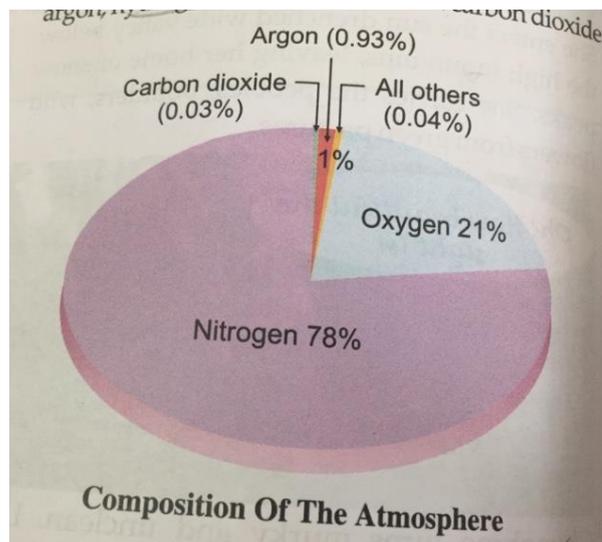
VOCABULARY: Exosphere, ionosphere, mesosphere, lapse rate, stratosphere, troposphere, carbon dioxide, ozone, blanket

IMPORTANT SPELLINGS: Chlorofluorocarbons, altitude, hydrogen, spaira, radio waves, ultraviolet, greenhouse, weather, inter-planetary

AIDS/INNOVATIVE METHODS USED: Smart board, chalk board, diagrams, chart.

PROCEDURE:

The teacher



explains:

Atmosphere is the blanket of air that surrounds the Earth. It is held by the force of gravity. There is no boundary between the atmosphere and the space. The main gases of the atmosphere are nitrogen and oxygen and the rest are argon, hydrogen, helium, ozone and carbon dioxide.

Atmosphere is divided into five layers:

1. Troposphere
2. Stratosphere
3. Mesosphere
4. Thermosphere
5. Exosphere

Troposphere

- It is the lowest layer of the atmosphere.
- All weather changes occur in this layer.
- Troposphere is the boundary between the troposphere and the stratosphere.

Stratosphere

- It lies above the Troposphere.
- Ozone is concentrated in the lower part of Stratosphere.
- Stratosphere separates the stratosphere from the mesosphere.

Mesosphere

- This layer lies above the stratosphere.
- The temperature decreases with height in this layer.
- It burns the meteors.
- Mesopause is dividing line between the mesosphere and the thermosphere.

Thermosphere

- Thermosphere lies above mesosphere.
- also called ionosphere because of presence of electrically charged

waves are reflected back to Earth layer.

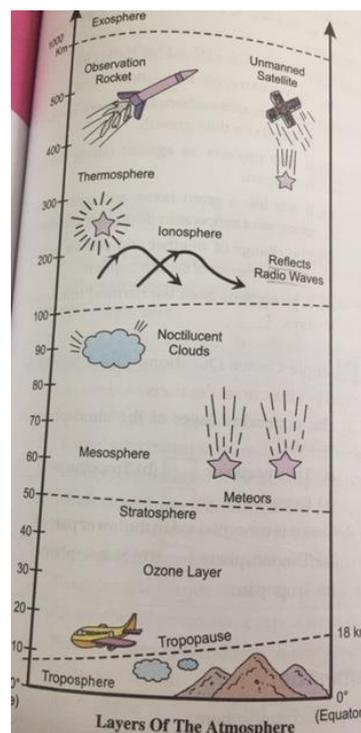
Advantages of the Atmosphere

- Atmosphere provides to breathe, protects from falling from space, acts like a green helps in weather change, protects ultraviolet rays, etc.

- the
- It is the
- ions.
- Radio by this

Advantages

oxygen debris house, from



PARTICIPATION OF STUDENTS:

1. Discussion- Divide the class into several groups and have a discussion on “ HOW WE CAN REDUCE AIR POLLUTION”.
2. Draw a diagram on a cardboard showing the different layers of atmosphere. Also , show the features of and changes in each layer.

RECAPITULATION/ ASSIGNMENT:

- ✓ Write down the composition of atmosphere.
- ✓ Distinguish between troposphere and stratosphere.
- ✓ Explain why thermosphere is known as ionosphere.
- ✓ Discuss the uppermost layer of the atmosphere.
- ✓ What is normal lapse rate?

INTEGRATED WITH OTHER DOMAIN:

English, zoology, basic mathematics.

LEARNING OUTCOME:

After studying the lesson, the students will be able to:

- Explain the force of gravity holding the atmosphere.
- Describe the composition of the atmosphere with the help of diagram.
- Explain the structure of the atmosphere.

RESOURCES:

Book, Extra-marks,Map,Chart, <http://en.wikipedia.org/wiki>.

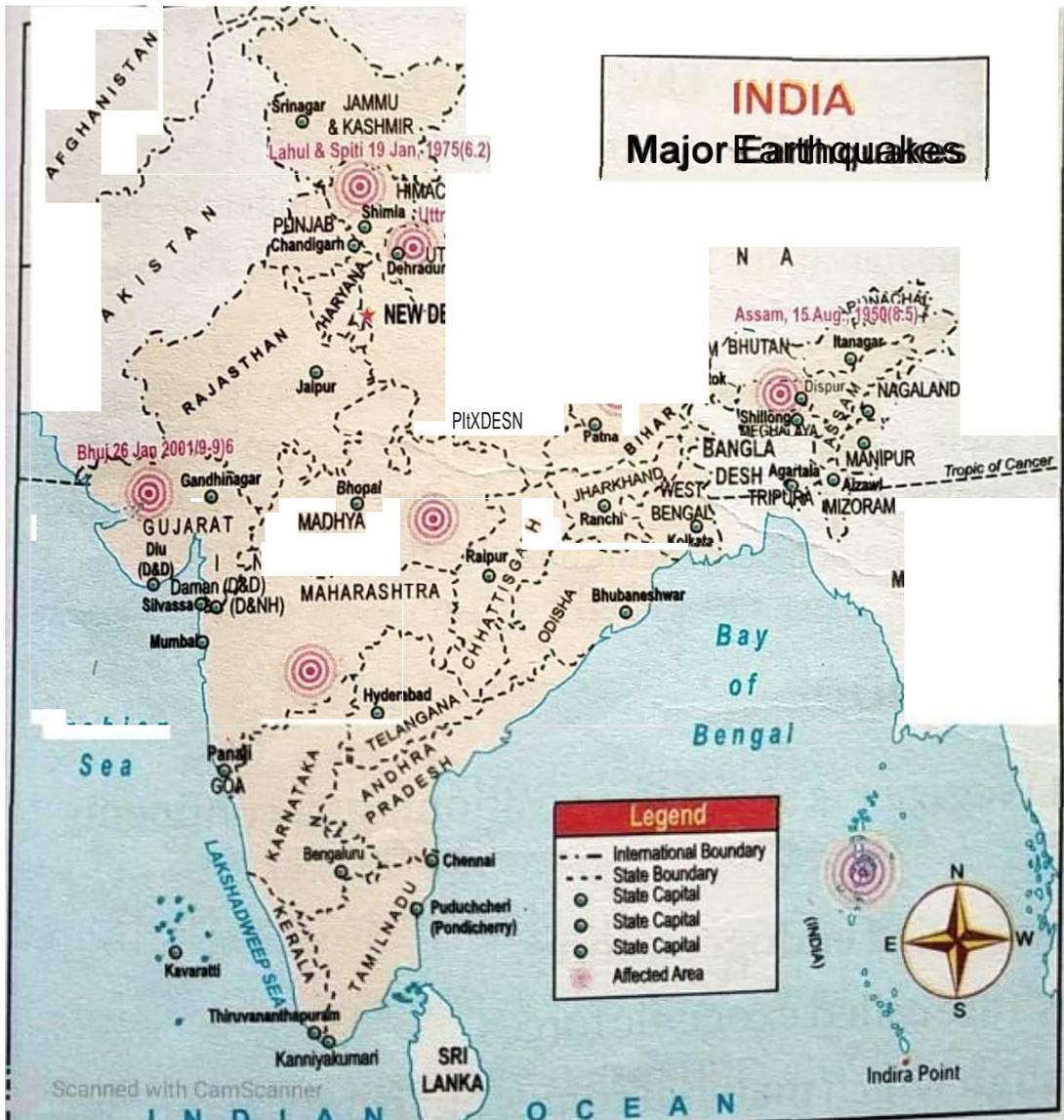
ASSESSMENT:

Assessment will be done on the basis of class tests and worksheets

MONTH AUGUST

REVISION WORK

All chapters of 1st term will be revised, Oral and written tests will be taken, Revision of Map work will be done.



LESSON PLAN

CLASS 7th

SOCIAL SCIENCE

MONTH : SEPTEMBER,2021-22

TOPIC : WATER AND ITS CIRCULATION (CLASS VII) GEOGRAPHY

LEARNING OBJECTIVES :

- To enable students to understand the importance of water in our life
- Students will get to know the various forms of water bodies.
- Will able to understand the importance of oceans.
- Will able to exemplified the effects of ocean currents.

PREVIOUS KNOWLEDGE TESTING:

- Which is the most unique feature of our planet?
- What is the meaning of hydrosphere?
- Name the various forms of water bodies?
- Which is the largest water bodies found on the Earth?

VOCABULARY:

Cold currents, neap tides, ocean currents, salinity, watery planets, hydrological cycle, waves.

IMPORTANT SPELLINGS:

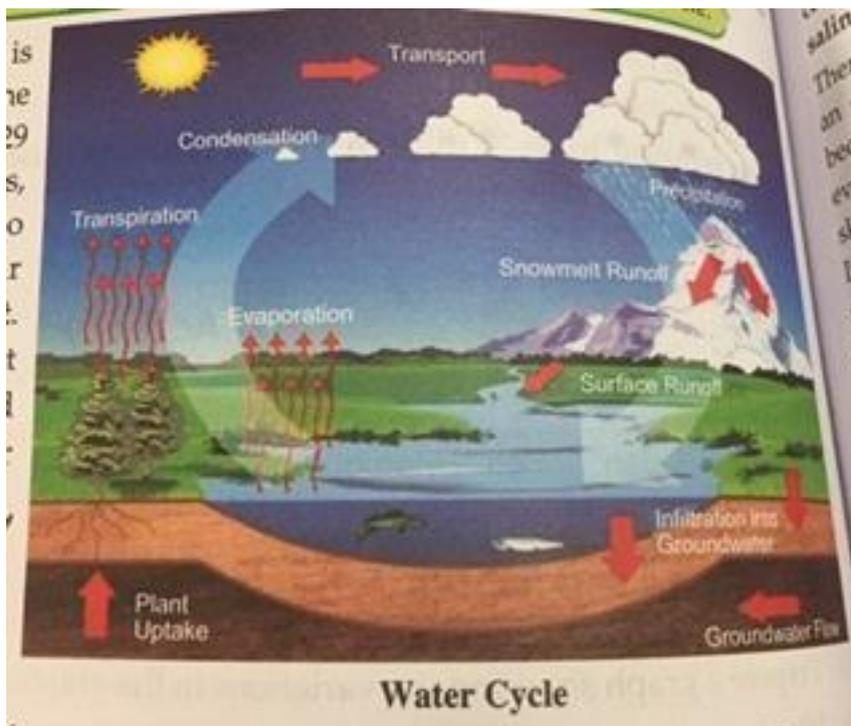
Trough, crest, wave length, tsunami, Mozambique, drift, planetary.

AIDS/INNOVATIVE METHODS USED:

Smart board, chalk board, diagrams, world map, chart.

PROCECURE;

The importance of water will be discussed in the class. Water covers 71 % of the Earth's area. Water cycle is defined as the change of water from one form to another. The average salinity of ocean water is 35g / 1000g. the movement of ocean water takes place by three means – waves, tides and ocean currents. Tsunamis are formed during a strong or under sea earthquakes. The two extreme positions of high tides and low tides respectively. Ocean currents are classified on the basis of temperature.



PARTICIPATION OF STUDENTS:

1. Students will be asked to make their own water cycle.

For this the following material will be required;

(a) An air tight container (b) seeding (c) soil (d) water
Procedure :

- Take a small air tight container , put soil at the bottom.
- Plant a few seedlings in the soil and water them.
- Cover the container with the lid and place it where it can get sunshine.
- Observe what happens to the water in this closed container for a few weeks.
- Does the plant grow?
- On which parts of the container do you see water?
- Record your observations in a notebook.

2. There will be debate organized in the class on the topic "WATER POLLUTION-HOW TO CONTROL IT", as a responsible individual , what measures would you take to prevent it?

RECAPITULATION/ ASSIGNMENT:

- ✓ Describe the distribution of water bodies.
- ✓ What are tides? Write down two advantages of tides.
- ✓ Discuss the importance of oceans.

- ✓ Distinguish between waves and tides.
- ✓ Explain the water cycle.

INTEGRATION WITH OTHER DOMAINS:

Integration with English, basic Science, basic Mathematics.

LEARNING OUTCOME:

- Students will be able to understand the phenomena of water cycle.
- Students will get to know about various forms of water formed on the Earth's surface.
- They will be able to classify the difference between waves and tides.
- Students will be able to highlight the advantages of tides.
- They will get to know the effects of ocean currents.

RESOURCES:

Books, Extra marks, <http://earth.use.edu>

CO-SCHOLASTIC ACTIVITIES:

Model –making, debate

ASSESSMENT:

Assessment will be done on the basis of class tests and worksheet

PLAN FOR TEACHING & MAKING LESSON PLAN

Class 7th Ch.6 The role of Media in Democracy

1.	Objectives	Students must be able to understand that how media affects our daily life and how it shape our view of the world, our belief, attitude and value.
2.	P.K. Testing	1What is Print Media? 2.Name any local newspaper in your city..
3.	Vocabulary	Channels, Democracy, Freedom of Press
4.	Important spellings	Censorship, technology, patriotic, journals
5.	Aids/Innovating methods,	Print Media, Electronic Media will be explained with different examples of News Channels and Newspapers.
6.	Procedure	Media:It is the plural form of word,"medium". It describes the different ways through which we communicate in society. Mass Media: It include Print media and Electronic media, like Newspaper, television as well as internet. Media and Democracy: Media helps in protecting the interest of the people in democracy, by passing reliable information on the government & its functioning. Importance of Media: It is through Media that we hear about issues related to the working of government. It also decides what news to focus on & in this way it 'sets the Agenda'.
7.	Students' Participation	Students will participate in group discussions and debates about latest happenings.
8.	Recapitulation /Assignment	1. What is the main purpose of mass media? 2. What is meant by Right to Information?
9.	Activity	1. Make a collage of pictures of Print media and Electronic media. 2. Arrange local newspaper and share it with your class. Discuss the impact of local newspaper which cater to specific areas.
10.	Learning Outcome	Students learnt about effects of media in our daily life, understand about the power of media when used positively.
11.	Resources	Local Newspaper, Magazines, Internet and Books.
12.	Co-scholastic activities	Debate on the topic : One should not believe what is reported by media, it exaggerates and sensational news.
13.	Assessment	

<u>PLAN FOR TEACHING & MAKING LESSON PLAN</u>		
<u>Class 7th Ch. 7 Advertising</u>		
1.	Objectives	1.To draw attention of the customers towards various products. 2. How advertisements influence our perceptions, ambitions and dreams?
2.	P.K. Testing	1. Which is the most expensive medium of advertisements? 2.What is branding?
3.	Vocabulary	Perception, hoarding, stamping, branding
4.	Important spellings	Merchandise, audience, banners, brochures.
5.	Aids/Innovating methods,	Advertisements in Newspaper, on Notebooks etc. Different slogans will be shown on Smart Board.
6.	Procedure	Advertisement is method of mass communication, to enlighten probable consumers residing in different parts of the country/world. <i>Advertisement and Media:</i> Advertising is the most important source of earning for the media. Print media is the most effective medium of advertising. Radio is the cheapest and has the maximum coverage of the country. Television is the most expensive medium of advertising. Advertisement have a tremendous influence on our lives as they influence the way we perceive others and ourselves. Many advertisements appeal to the sentiments, this negatively influence those who cannot afford the brand.
7.	Students' Participation	Students will perform different roles in class to show variety of products. They will carry out an advertising campaign to show different types of products.
8.	Recapitulation /Assignment	1, What is stamping? 2. Which is the most important source of earning for the media ?
9.	Activity	Collect and paste different types of advertisements in note-books.
10.	Learning Outcome	Students learn about positive and negative effects of advertisements on different groups of people.
11.	Resources	Smart board , Cardova
12.	Co-scholastic activities	Role play on different advertisement and students will conduct a trial to collect feedback before the actual launching the product.
13.	Assessment	

PLAN FOR TEACHING & MAKING LESSON PLAN
Class 7th Ch.7 Tribal Communities And their Development

1.	Objectives	To create awareness about social changes, as these are not same everywhere due to different kinds of societies evolved differently.
2.	P.K. Testing	1.Name the two types of societies in India. 2.What is caste system?
3.	Vocabulary	Tribals, Nomads, Hunter-gatherers, Kingdom
4.	Important spellings	Centralisation, kinship, vassal, Gondwana
5.	Aids/Innovating methods,	Group discussion on caste system, Tribal society like Gonds and Ahoms with the use of smartboard in class.
6.	Procedure	<u><i>Tribal people/ societie</i></u> : Tribals were found in almost every region of the sub-continent and societies consisted of members united by kinship bonds and all were treated as equals. The tribals often chose to live in areas like high mountains, forests and deserts. <u><i>The Gonds</i></u> : They were one of the largest, most powerful and popular tribal communities in Central India that include Madhya Pradesh, Chhatisgarh, Odisha etc. They had a centralised administration system. <u><i>The Ahoms</i></u> : They were settled in Assam. The name Assam is derived from 'Ahoms'. The Ahoms ruled as vassals of the Mughals. They worshipped their own tribal gods. Rudra Singh was a powerful king.
7.	Students' Participation	Students will conduct a debate in class on the advantages and disadvantages of a settled life versus a nomadic life.
8.	Recapitulation /Assignment	1. What is Tribe ? 2. Name the capital of Ahom.
9.	Activity	Find out about government policies for the tribal population to organise a discussion in class.
10.	Learning Outcome	Students will be able to know about different tribes in India who live a life of their own.
11.	Resources	Book and Smart board.
12.	Co-scholastic activities	Conduct a role play in class depicting the Paik system of the Ahoms.

PLAN FOR TEACHING & MAKING LESSON PLAN
Class 7th Ch.8 Devotional Paths and Religious Movements

1.	Objectives	Students should be able to understand about Religious movements during medieval period. The Bhakti and the Sufi Saints influenced the masses.
2.	P.K. Testing	1. What is meant by Salvation ? 2. Define Meditation. 3. Name the holy book of Sikhs.
3.	Vocabulary	Evolution, meditation, pilgrimage, bhakti, Ek Onkar
4.	Important spellings	Scripture, mystics, Penance, renunciation
5.	Aids/Innovating methods,	Encouraging students to visit different religious places to understand religious movements. Smart board will be used to give more information about these movements.
6.	Procedure	<p>Bhakti Movements : New religious movements led by Nayanars and Alvars evolved during 7th to 9th Centuries. Ramanuja and Shankra Charya spread the message of Bhakti in Southern India. Kabir believed in a formless conduct and a simple life, dedicated to Bhakti.</p> <p>'Guru Nanak Dev Ji' emphasised the worship of One God(Ek Onkar) . He advised people to follow the three principles of life:</p> <p>1.Naam Japo (Meditate), 2. Kirt Karo(honest living), 3. Vand Chhako(help others).</p> <p>The teachings of Guru Nanak Dev ji & other Gurus who followed him, have been compiled in the holy book called the 'Guru Granth Sahib'.</p> <p>Sufi Movement: The Sufis were Muslim mystics. The Sufi and Bhakti saints preached the same idea of devotion and love for mankind.</p>
7.	Students' Participation	Students organise Debates and discussions on teachings of saints.
8.	Recapitulation /Assignment	1.How did the Bhakti and Sufi saints contribute to the life of a common man? 2.Who were Alvars and Nayanars ?
9.	Activity	Find out the names of six Bhakti saints.
10.	Learning Outcome	Students will learn about teachings of different saints.
11.	Resources	Text book,
12.	Co-scholastic activities	Make chart of Sikh Gurus and their teachings. Group discussions on teachings of different saints.

CHAPTER : 8
TOPIC: NATURAL VEGETATION AND WILDLIFE (CLASS VII)
GEOGRAPHY

LEARNING OBJECTIVES:

- To enable the students to understand the importance of plants in our life.
- Will be able to understand that humans interference changes and pollutes the Earth's surface.
- Make the students to understands the importance of forest and wildlife.
- Familiarize the students to link the forest with wildlife.
- Students will be able understand the various means to protect forest and wildlife.

PREVIOUS KNOWLEDGE TESTING :

- Name the thing other than water which plays crucial role for our existence?
- How naturally solar energy converted into food energy.
- Who are dependent on forest for their existence?

VOCABULARY USED:

Deciduous forest, forest scrub, taiga, trunk,
tundra, pure stand, evergreen forest, energy, tropical, mangrove.

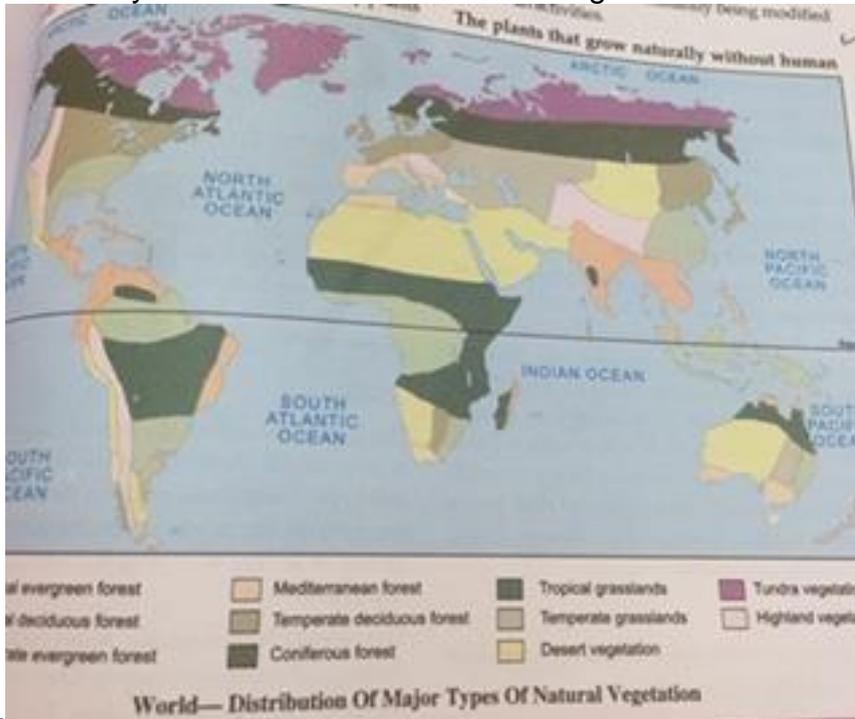
IMPORTANT SPELLINGS:

Rhea, ostrich, hedgehog, granaries, lynx, beaver,
Mediterranean, gaur, marsupials.

PROCEDURE:

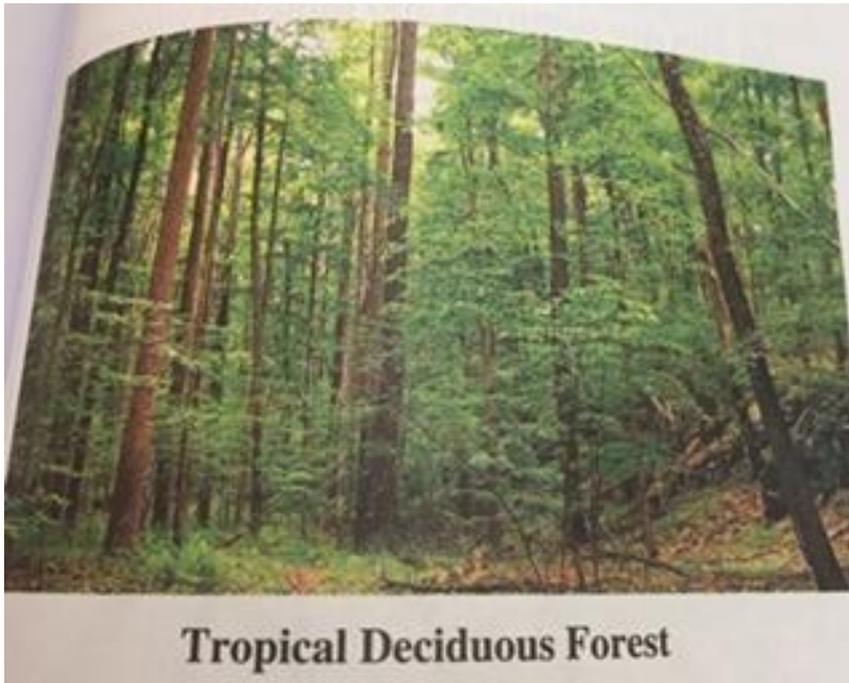
Information on forest will be given to the students that tropical evergreen forest are found in the areas which receive abundant rainfall. Tropical deciduous forests are the monsoon forests in large part of India, northern Australia and central America. Tropical regions consists of wildlife such as lizards, jaguars , elephant etc. . Temperate evergreen forests are mixed forests of hard and softwood trees. The wildlife of temperate regions included bears, moles etc. Golden eagle, wild goat and spiny mouse are

observes rarely in the forest. Lynx, foxes, sable, mink, etc., are generally found in coniferous region. Tropical grasslands, also called savanna, have tall grasses with scattered trees. Desert vegetation consists of small plants with long roots, thick stems, thorns and wax-coated leaves. Tundra region is completely ice region which prohibits plant growth. Animals which have thick fur and layers of fat are found in tundra region



PARTICIPATION OF STUDENTS:

1. Students will be asked to make a chart showing the vegetation belts and the flora and fauna of the region of the world.
2. Students will be prepared a collage of wildlife and will be writing the region(forest) they belong to.



RECAPITULATION/ ASSIGNMENT:

- ✓ Which two factors affect the growth of vegetation?
- ✓ Define natural vegetation. How are they classified?
- ✓ Write the uses of Coniferous forest.
- ✓ Why are Mediterranean forest called the 'Orchard of the world'?
- ✓ What are Coniferous forests?

INTEGRATION WITH OTHER DOMAIN:

Integrated with English, Drawing, Environmental science.

LEARNING OUTCOME:

- Students will get to know about different types of forests.
- Students will be able to understand the role of climate plays for forests.
- They will understand that how wildlife is depend on forests.
- Students enable to connect themselves with forest and wildlife easily.
- They will familiarize to conservation methods for flora and fauna.

RESOURCES:

Books, Extra marks, Map, Chart,
<http://en.wikipedia.org/wiki/Grassland>.

CO-SCHOLASTIC ACTIVITY:

Chart-making, Collage – making.

ASSESSMENT:

Assessment will be done on the basis of class-test and worksheets.

LESSON PLAN**CLASS 7th****SOCIAL SCIENCE****MONTH : NOVEMBER, 2021-22**

<u>PLAN FOR TEACHING & MAKING LESSON PLAN</u>		
<u>Class 7th Ch. 8 Markets Around Us</u>		
12.	Objectives	To understand how markets operate, benefits of good buyer-trader relationship.
13.	P.K. Testing	1. What is Market? 2. What is a shopping Mall?
14.	Vocabulary	Wholesaler, retailer, cooperatives, makeshift, yarn
15.	Important spellings	Grocery, ornaments, furnishing, itinerant, trousers, flipkart.
16.	Aids/Innovating methods,	Smart board, by sharing information from different markets.
17.	Procedure	Market: It is a place where goods are sold & purchased by the people. A weekly market is called because it is held on a specific day of the week. These do not have permanent shops. Shopping Complexes and Mall: Markets have many shops called Shopping Complexes. The large multi-storeyed air-conditioned buildings with shops on different floors known as Malls. Mandis are agricultural markets, where farmers can get the best price for their yield. Putting-out system is a method of manufacturing wherein the merchants provide raw material to the small weavers.
18.	Students' Participation	Students will discuss in groups about different markets and role of cooperatives.
19.	Recaptulation /Assignment	1.What are neighbourhood shops? 2.What is subsistence farming? .
20.	Activity	Make a list of different kinds of shops in your neighbourhood.
21.	Learning Outcome	Students learn about different kind of markets, got knowledge about activities of retail and wholesale markets.
22.	Resources	Book and smart board.
12.	Co-scholastic activities	Debates and discussions on good buyer-trader relationships in class.

Chapter : 10

TOPIC: LIFE IN THE TROPICAL AND SUB-TROPICAL REGIONS (CLASS VII) GEOGRAPHY

LEARNING OBJECTIVES:

- Students will be able to understand the location of Tropical and Sub-Tropical zones.
- They will enable to get the climate of these places.
- They will be familiarize with the vegetation and people of these tropics.
- Students will be easily compare between the Amazon basin and Ganga and Brahmaputra basin.

PREVIOUS KNOWLEDGE TESTING:

- What are latitudes and longitudes?
- What do you know about tropics?
- Define sub-tropics?
- Name the areas lying in tropics/
- Which areas are belong to sub-tropics?

VOCABULARY USED:

Basin, delta, estuary, handicraft, silt, selvas, sultry, vegetation, tributaries, weather

IMPORTANT SPELLINGS:

Coniferous, wettest, perennial, hilsa, catlamanausseringueiros, cassava, staplets angpo, belem, Iquitos, selvas, bromeliad.

AIDS/INNOVATIVE METHODS USED:

Smart class, chalk board, chart, pictures, maps.

PROCEDURE:

There will be discussion in the class that the tropical regions lie between the Tropic of Cancer and Tropic of Capricorn. Amazonian lies between the Brazilian highland in the south and Guiana highland in the north. The Amazon river is the most important river of this region. It has hot and wet

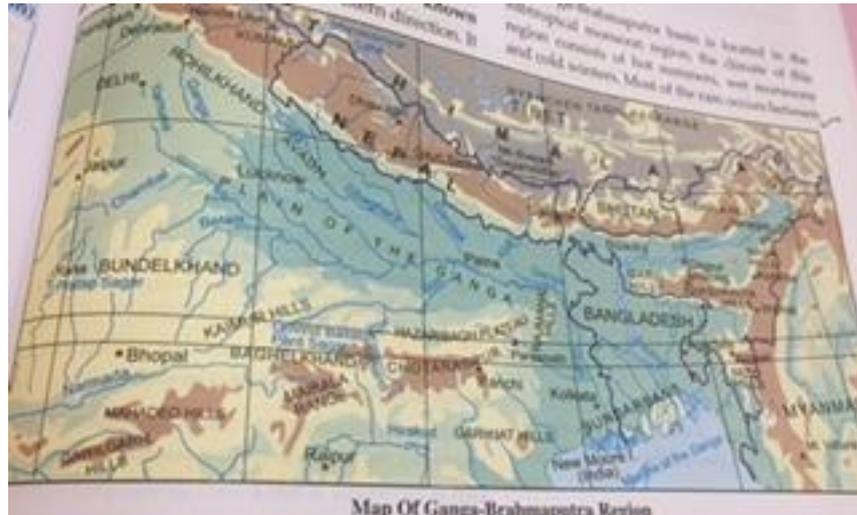


climate throughout the year and has equatorial evergreen forest and unique vegetation called Selvas. Life in the Amazon basin is very difficult and hence, it supports only sparse population. The Ganga -Brahmaputra basin covers a large part of northern India and almost the entire Bangladesh. The Ganga and Brahmaputra rivers have formed the largest delta in the world which forms the most fertile plain. Most people in the Ganga-Brahmaputra basin practice agriculture as their main activity. The Ganga-Brahmaputra basin is the most thickly populated area of India.

PARTICIPATION OF THE STUDENTS:



1. The class will be divided into four groups and group discussion will be held on the following topics:
 - (a) Wildlife in India
 - (b) Project Tiger
 - (c) Wildlife in Amazon
 - (d) Conservation of rivers in India
2. Collect information and compare about the recent changes in the lifestyle in the Ganga-Brahmaputra region and Amazon basin.



RECAPITULATION/ ASSIGNMENT:

- ✓ Discuss the wildlife found in the Amazon.
- ✓ What are the conditions which support agriculture in the Ganga-Brahmaputra region?
- ✓ Briefly describe the climate of the Ganga-Brahmaputra basin.
- ✓ Write a short note on wildlife of Amazon basin.

INTEGRATED WITH OTHER DOMAIN:

English, zoology, basic mathematics.

LEARNING OUTCOME:

- Students enable to understand the location of Tropics and Sub-Tropics.
- Students will get to know the climate and natural vegetation of Amazon basin.
- Students will be able to understand the wildlife and people of Ganga-Brahmaputra basin..

RESOURCES:

Book, Extra-marks, Map, Chart,
http://en.wikipedia.org/wiki/Tropical_subtropical_moist_broadleaf_forests

MONTH : DECEMBER REVISION WORK

Revision of chapters will be done in classes,
 Oral and written tests will be taken. Map work will also be revised.

LESSON PLAN**CLASS 7th****SOCIAL SCIENCE****MONTH : JANUARY,2021-22**

PLAN FOR TEACHING & MAKING LESSON PLAN
Class 7th Ch.10 Political Formation during the 18th Century

1.	Objectives	To give knowledge about later Mughals rulers and establishment of independent kingdoms in 18 th century.
2.	P.K. Testing	1. When was Aurangzeb died? 2. Who was the founder of the Hyderabad state? 3. Who was the last Sikh guru?
3.	Vocabulary	Alliance, imperial, clergy, nobility
4.	Important spellings	Zamindars, crumbled, pastoralist, Chhatrapati.
5.	Aids/Innovating methods,	By dividing the class into groups, to conduct a research on how the revolution began, debates on the important happenings in 18 th century.
6.	Procedure	In 1707, after Aurangzeb's death, his son Bahadur Shah became the ruler of Mughals. He was succeeded by JahandarShah and then Farukhsiyar became the next Mughal ruler. The Later Mughals were weak and incompetent which resulted in establishment of independent kingdoms like Awadh, Bengal and Hyderabad. The others were Punjab and Mysore. The Marathas came up as a powerful force under Shiva ji and even challenged the power of Aurangzeb.
7.	Students' Participation	Students will discuss about revolutions, and how kingdoms became powerful.
8.	Recapitulation /Assignment	1. Who founded the city of Jaipur? 2. What is meant by Khalsa? 3. Define Ashtapradhan?
9.	Activity	Make a collage of pictures of different ruler during the 18 th century.
10.	Learning Outcome	Students will learn about mistakes of Indian rulers across India.
11.	Resources	Smart board and Cardova
12.	Co-scholastic activities	By dividing class into groups and conduct a research how the revolutions began, discussions on the important happenings & results.

CHAPTER : 12

TOPIC: LIFE IN THE DESERT REGIONS (CLASS VII) GEOGRAPHY

LEARNING OBJECTIVES:

- To enable the students to understand the importance of deserts in our life.
- Will be able to understand the difference between hot and cold deserts.
- Make the students to understand the type of forest and wildlife in deserts.
- Familiarize the students with the climatic conditions of deserts.

PREVIOUS KNOWLEDGE TESTING:

- Name the place where very less vegetation is found?
- Which place is there on the Earth where very less water is available?

VOCABULARY USED:

Sahara, sand dunes, nomadic, cactus, balti, cold desert, acacia, hot and dry, yak, wild goat, remote, inaccessible, antelopes, uranium, ladakh.

IMPORTANT SPELLINGS:

Tuaregs, tibesti, ahaggar, kufra, bilma, Qattara depression, Artemisia, oleander, raven, hedgehog, Bedouins, pangong tso, kiang.

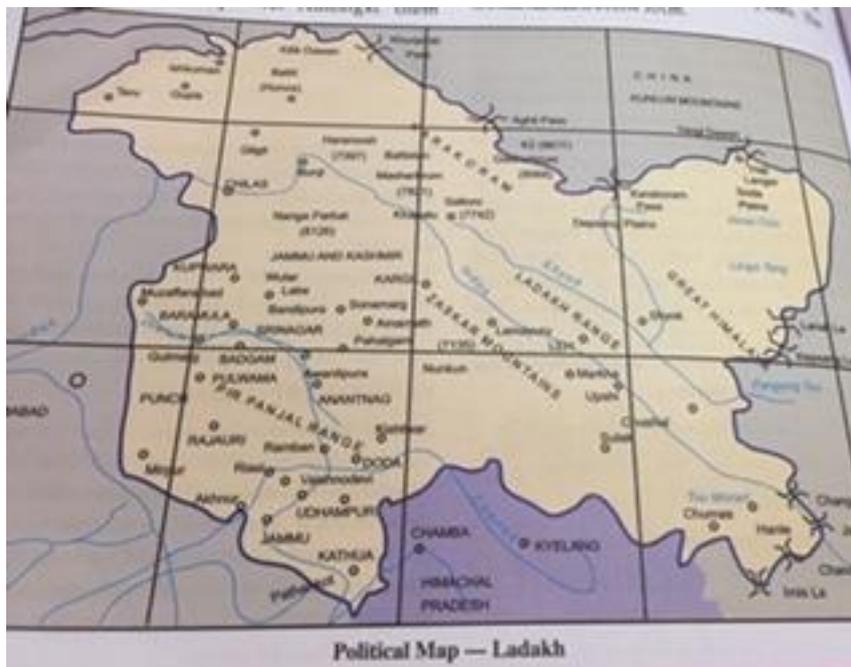
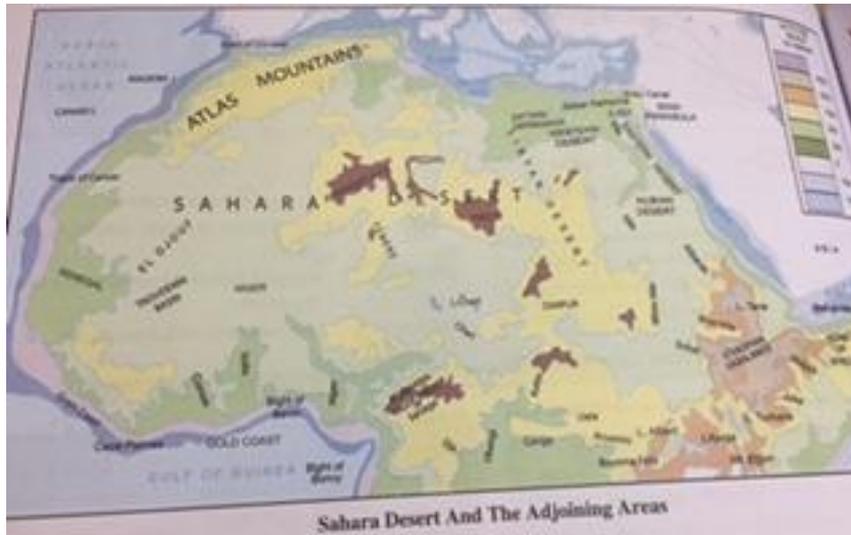
AIDS/INNOVATIVE METHODS USED:

Book, smart class chalk board, Maps, chart, pictures related to topic.

PROCEDURE:

There will be discussion on the deserts (hot and cold) in the class. Sahara desert situated in North Africa and it is the largest hot desert in

the world. Sahara is not completely a sandy desert. The climate of Sahara desert is hot and dry. It has a short rainy season. The Tuaregs and Bedouins are important nomadic tribes. Ladakh is a cold desert situated in the northern state of Jammu and Kashmir in India. The climate of Ladakh is very harsh. Melted snow is the main source of water. People in Ladakh are strong and well built. They practice agriculture.



PARTICIPATION OF STUDENTS:

1. Write the comparison of life in Cold desert and Hot desert in the scrape file along with photographs of the same.

RECAPITULATION/ASSIGNMENT:

- Write a short note on Sahara desert.
- Discuss Ladakh as a cold desert.
- Why Ladakh termed as “broken moon”?
- Write a short note on natural vegetation of Sahara desert.
- Define tropical deserts in brief.
- What do you understand by cold desert?

INTEGRATION WITH OTHER DOMAIN:

English, Drawing, Basic mathematics, Environment science >

LEARNING OUTCOME:

- Students will get to know about hot desert and cold desert.
- Students will be able to understand the role of climate plays for various deserts.
- They will understand that what type of wildlife is found on hot and cold deserts.
- Students enable to connect themselves with people of deserts easily.

RESOURCES:

Book, Smart class, Chalk board, Chart, Maps.

CO-SCHOLASTIC ACTIVITY:

Scrape file making, chart work, map making

ASSESSMENT:

Assesment will be done on the basis of class tests and worksheets

MONTH : FEBRUARY 2021-22 REVISION WORK