

# ANNUAL CURRICULUM 2020-21

## Subject-Social Science

### Class-7

Vision: To provide an environment in which they can feel comfortable and prepare students to identify, understand and work to solve the challenges facing our diverse nation in an increasingly independent world.

(APRIL – SEPTEMBER)

<b>Chapters</b>	<b>Transaction Strategies / Innovative Pedagogy</b>	<b>Learning Outcomes</b>	<b>Core Skills/ Art Integration/ Interdisciplinary Linkages</b>
Tracing Changes Through a Thousand Years	The topic will be introduced to the students in an interactive way. They will be made familiarized with the changing names of the land of India. Examples for the kinds of sources will be shown with the help of PPT. Further lecture cum explanation method will be used for better concept formation. The topic will be assessed by asking the students to prepare a timeline using date/year and events.	The students will be able to understand the meaning of the term Cartographer. They will be able to know about the social, political groups and the regions and empire of the period. Also, the concept of classification of Indian history into three periods would be clear.	<ul style="list-style-type: none"><li>● <b>Core Skills</b><ul style="list-style-type: none"><li>○ Critical Thinking, analyzing skills and Decision Making</li></ul></li><li>● <b>Art Integration</b><ul style="list-style-type: none"><li>○ Timeline using date/year and events.</li></ul></li><li>● <b>Interdisciplinary Linkage</b><ul style="list-style-type: none"><li>○ General Knowledge</li></ul></li></ul>
The Sultans of Delhi	The students will be taught about the development of political institutions, the relationships amongst rulers and the strategies of military control using explanation method. A timeline of the events will be made on the blackboard for in-depth understanding. To enable interaction between students a debate cum discussion will be conducted in the class on the topic 'the architecture of today v/s the architecture of the sultanate'.	The pupils will be able to enhance their knowledge on the Delhi Sultanate and its past. They will understand about its expansion, new architecture and about administration under the Khaljis and Tughlaqs.	<ul style="list-style-type: none"><li>● <b>Core Skills</b><ul style="list-style-type: none"><li>○ Problem Solving, Oral Communication and Critical Thinking</li></ul></li><li>● <b>Art Integration</b><ul style="list-style-type: none"><li>○ Debate cum Discussion Session</li><li>○ Prepare PPT for Delhi rulers of 13<sup>th</sup> century</li></ul></li><li>● <b>Interdisciplinary Linkage</b><ul style="list-style-type: none"><li>○ English, General Knowledge and Computer</li></ul></li></ul>
Environment	Based on the previous knowledge students will be asked questions related to the chapter in the beginning. Further the two main types of environment will be explained and students asked to draw diagram of components and domains of	The students will be able to understand the meaning of natural environment and its various components. They will comprehend that how physical and biological environments are linked.	<ul style="list-style-type: none"><li>● <b>Core Skills</b><ul style="list-style-type: none"><li>○ Critical Thinking, Accessing &amp; Analyzing Information.</li></ul></li><li>● <b>Art Integration</b><ul style="list-style-type: none"><li>○ Diagram of components of the environment</li></ul></li><li>● <b>Interdisciplinary Linkage</b><ul style="list-style-type: none"><li>○ Science, Mathematics</li></ul></li></ul>

	environment. They were asked to prepare PPT.		
Our Changing Earth	The students will be introduced the topic by familiarizing them with the lithospheric or tectonic plates and about the various forces that cause these plates to move. Lecture cum discussion method will be used to make them understand about Earth's movement. PPT will be used to study the formation of various landforms. Then the topic will be assessed by asking back exercises from the students.	The students will be able to identify various forces- Exogenic forces and Endogenic forces and be able to comprehend the formation of various landforms by the action of water, ice and winds.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Technology Skills, Thinking Skills and Decision Making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Make PPT for formation of various landforms.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Science, General Knowledge, Computer</li> </ul> </li> </ul>
Inside our Earth	The topic will be introduced by asking questions based on the previous knowledge of the students related to the chapter. Further the composition of interior of the Earth will be explained with the help of a diagram drawn on the black board. Power point presentation will be used for explaining three layers of the Earth.	The students will be able to understand the structure of the earth, the layers of the earth and be able to draw neat labeled diagram of the same.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Critical Thinking, Observation Skills and Problem Solving</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Draw diagram of rock cycle and Interior of the earth in the notebook.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Science, Mathematics</li> </ul> </li> </ul>
On Equality	The students will be familiarized about the topic through discussion method. They will be explained about democracy as a representative form of government. They will be taught about the vision and the values of the Indian Constitution. Later, some activities will be conducted in the classroom to enable interaction between students.	The students will be able to understand the difference between dictatorship and democracy and understand the significance of the idea of equality and dignity in democracy.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self-awareness, Decision Making and Critical Thinking</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Diagram on different Forms of governments</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ History</li> </ul> </li> </ul>
How the State Government Works	The students will be explained about the extent of power, authority and functions exercised by the state government over people's lives. They will be taught about the State Legislature with the help of a dramatization. Information regarding the chief minister and his cabinet will also be given using PPT.	The pupils will be able to enhance their knowledge on the legislative, executive and administrative aspects of state government. They will also be able to gain a sense of the nature of decision-making state government.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Team work, Observation Skills and Decision Making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Dramatization on State Legislature</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ English, General Knowledge</li> </ul> </li> </ul>

**(OCTOBER - MARCH)**

<p>The Mughal Empire</p>	<p>The topic will be introduced to the students through explanation cum question answer method. The students will be taught about the growth of the Mughal Empire. A case study of Akbar will be studied in the chapter. Students will further be asked to find out and paste pictures from the internet to make a timeline of the Mughal rulers in India in their notebook as home work.</p>	<p>The learners will be able to learn about the political history of the 16<sup>th</sup> and 17<sup>th</sup> centuries. Further they will also be able to understand the impact of an imperial administration at the local and regional levels.</p>	<ul style="list-style-type: none"> <li>● <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Thinking skills, Accessing &amp; Analyzing Information and Technology Skills</li> </ul> </li> <li>● <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Draw or Paste pictures to make a timeline of the Mughal rulers in India in the notebook.</li> </ul> </li> <li>● <b>Interdisciplinary Linkage</b> Computer, General Knowledge</li> </ul>
<p>Towns, Traders and Craftsmen</p>	<p>The students will be introduced the topic by familiarizing them with the varieties of urban centers. Lecture cum discussion method will be used to make them understand about the origin and histories of towns. Different videos will be used for case study on different towns. Then the topic will be assessed by asking back exercises from the students.</p>	<p>The pupils will be able to understand difference between founded towns and those that grow as a result of trade and how traveler's accounts and official documents are used to construct history.</p>	<ul style="list-style-type: none"> <li>● <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Critical Thinking, analyzing skills, Observation Skills and Decision Making</li> </ul> </li> <li>● <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Case study on different towns and write few sentences on them.</li> </ul> </li> <li>● <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ General Knowledge, English</li> </ul> </li> </ul>
<p>Eighteenth Century Political formation</p>	<p>Delineate developments related to Sikhs, Rajput's, Marathas, later Mughals, Nawabs of Awadh and Bengal and the Nizam of Hyderabad using explanation cum discussion method. Understand how the Marathas expanded their area of control. Later, some activities will be conducted in the classroom to enable interaction between students. Students will be asked to mark political territories on map of India.</p>	<p>Students will understand how the Marathas expanded their area of control and how travelers accounts and state archives can be used to reconstruct history.</p>	<ul style="list-style-type: none"> <li>● <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Self-awareness, Problem Solving and Critical Thinking</li> </ul> </li> <li>● <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Paste the pictures of the political leaders and make timeline.</li> </ul> </li> <li>● <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Value Education, General Knowledge</li> </ul> </li> </ul>
<p>Understanding Media</p>	<p>The role of media in a democracy will be highlighted to the students using discussion method. A relation between</p>	<p>The learners will be able to enhance their knowledge on the role of media in facilitating interaction between the government</p>	<ul style="list-style-type: none"> <li>● <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Thinking skills, Accessing &amp; Analyzing Information and Technology Skills</li> </ul> </li> </ul>

	Government and Information will be shown using videos. Some classroom activities will be conducted for better understanding of the topic. The students will be asked to solve the back exercise of the chapters in pairs.	and citizens and gain a sense that government is accountable to its citizens.	<ul style="list-style-type: none"> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Paste pictures from internet of different types of Print media and electronic media in the notebook.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Computer</li> </ul> </li> </ul>
Market Around Us	The chapter will be taught with the help of lecture cum question answer method. Based on their previous knowledge some questions will be asked in the beginning. Various types of markets will be studied by drawing a flowchart on the BB. Real examples of markets in the city will be quoted for better understanding of the topic.	Students will be able to understand markets and their function to link scattered producers and consumers and gain a sense of inequity in market operations.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Critical Thinking, Accessing &amp; Analyzing Information.</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Flowchart of various types of markets.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Environmental Science</li> </ul> </li> </ul>
Natural Vegetation and Wildlife	The topic will be introduced by asking questions based on the previous knowledge of the students related to the chapter. Further the classification of forests will be explained with the help of a mind map drawn on the black board. Power Point Presentation will be used for explaining and showing the different wildlife found.	The learners will become aware about different flora and fauna. They will understand how forests are useful to man.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Imagination and Creativity, Critical Thinking and Problem Solving</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Prepare a poster on conservation of forests and wildlife.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Drawing, Science</li> </ul> </li> </ul>
Water	The distribution of water on the Earth will be explained to the students using explanation cum discussion method. The concept of waves, currents and tides will be taught with the help of different videos. The students will be asked to solve the back exercise of the chapters in pairs.	The learners will be able to develop an understanding about the 3 <sup>rd</sup> realm of the environment i.e. hydrosphere. They will also be able to understand the concept of waves, currents and tides.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Logical Thinking, Creativity and Decision Making</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ To understand water cycle, make terrarium.</li> </ul> </li> <li>• <b>Interdisciplinary Linkage</b> <ul style="list-style-type: none"> <li>○ Science, General Knowledge</li> </ul> </li> </ul>
Life in Desert	The chapter will be introduced to the students using discussion method. They will be made familiarized with the life of people in the Sahara and Ladakh using different videos. Pictures for natural vegetation and wildlife will also be shown with the help	The pupils will be able to enhance their knowledge on the life of people in the deserts. They will know about the climate and vegetation in the deserts.	<ul style="list-style-type: none"> <li>• <b>Core Skills</b> <ul style="list-style-type: none"> <li>○ Decision Making, Imagination, Accessing &amp; Analyzing Information and Creativity</li> </ul> </li> <li>• <b>Art Integration</b> <ul style="list-style-type: none"> <li>○ Collage on the lives of the people of the Sahara Desert and Ladakh Desert.</li> </ul> </li> </ul>

	Power Point Presentation. On a world map the location of both the places will be shown to the students.		<ul style="list-style-type: none"><li>• <b>Interdisciplinary Linkage</b><ul style="list-style-type: none"><li>○ Environmental Science, General Knowledge</li></ul></li></ul>
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