DELHI PUBLIC SCHOOL,PALI

ANNUAL CURRICULUM PLAN TERM I (SESSION 2020-21)

CLASS: 7

SUBJECT: SOCIAL SCIENCE

Month & Working Days. NEW-SESSION, 10 - JUNE	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
JUNE 18 DAYS	**CIVICS** Chapter 1 On Equality	LEARNING OBJECTIVES: * Student will understand the meaning and importance of equality (equality-fair treatment to all human being by society and the state) * Student will know that according to the constitution all Indians are equal and will get same rights in the court of law. * Student will know about the inequalities existing in the society like lower caste	BEHAVIOURAL OBJECTIVES: * Students will be able to analyze, that no person can be discriminated on the basis of religion caste, race or gender in front of law. * Student will be able to analyze, the Indian Constitution guarantees equality to all the Indian. Religion, economic background, gender and caste discrimination still exist in society.	**Introductory Activity** Before starting the chapter couple of questions will be asked to the students: * How will you show equality in class through your behaviour? *What can you do in your area or your society to highlight equality?	LEARNING OUTCOMES: *Students analyzed that we all are equal but in our society some people still do not follow it. On the basis of religion, minorities are discriminated and women also face gender inequality. * Students understood the responsibility of treating everybody with respect and dignity in the society like lower caste people and	Through the interactive method and discussion.

Edit with WPS Office

		people and Dalit's were exploited in the society. * Student will know the government's laws and schemes to improve the lives of people in the country who have been discriminated. * Student will understand the human right and it is important for all human beings. Everyone should be treated equally. * Student will know that every Indian who are 18 years and above has the right to vote/universal.	* Student will be able to realize the values of democracy related to Justice, equality and liberty. * Student will be able to analyze, that everyone should get the facilities and benefits of government policies equally in society.(health care ,education and other policies made by government) * Student will be able to understand, the poverty and lack of resources are the main factors where people are forced to accept inequality.	*Discussion on three parameters through which equality can be measured in society, (Political, social and Economic equality) *Discussions on various laws and schemes or programmers run by the government to improve the lives of people in the country those who have been discriminated by the society. (Mid-day Meal Scheme, RTE and Reservation) **ACTIVITY To Supp activity: Art Integration:** 1 The constitution of India is the lengthi constitution in the wo Make the Preamble on A-4 Paper and paste in	Dalit were exploited in the society. *Students synthesized about various programmes introduce by the government (Ex-midday meal scheme, Accessible India campaign.) to reduced social differences between the communities as meals are served to children respectively of all caste, class, gender. * Students understood that equality as a concept is not very simple .All democratic nations of the world have inequalities in some form or the other. * Students identified people like Mahatma Gandhi, Nelson Mandela and others has contributed in removing inequalities in the society ,they worked for the upliftment of the people to bring equality. *Students understood that The Indian constitution is a living document as it	

Edit with WPS Office

				your classwork notebook. (Preamble is the first page of our constitution**)** **2** what are the policies or law made by the Indian constitution to promote equality? 3 Read the newspaper and find at least two examples of different types of discrimination in our Society. Paste it in your class work note book	changes with the changing times and needs of the people; adults are eligible to vote/universal adult franchise.	
JUNE 18 DAYS	HISTORY Chapters 1 Tracing changes through a thousand	LEARNING OBJECTIVES: * Students will evaluate the Political, Social, economic and religious conditions of the period.	BEHAVIOURAL OBJECTIVES: * Students will be able to analyse the changing of time, changes took place and some important	**ACTIVITY (to introduce the lesson)** Based on previous learning let us recap	LEARNING OUTCOMES: *Students analyze the historians use different sources for reconstructing	Through group discussion.

Edit with WPS Office

	years.	*Students will analyse how historians use different types of sources for reconstructing the period of past. *Students will know about scribes used to copy down manuscripts by hand. *Students will understand to discuss biological trends and kinds of sources. *Students understand how important it is to know about the past development in new technologies made their appearance in irrigation and beverage crops. * Students will know about pan regional empire and dynasties. * Students will understand why the British historians divided the history of India into three periods. [Hindu, Muslim and British] * Students understand about jatis and jati panchayat.	situations become the part of Indian history. * Students will be able to create awareness about how reading newspaper will enhance their knowledge of history. *Students will be able to become more aware about, why British gave importance for maintaining systematic records of various documents, surveys letters etc. and it became a sources of learning and understanding for future generation. * Students will be able to express their views about the changes that can be seen and adopted by people that time. * Students will be able to develop the concept of sharing views and observe the different developments which become the base of society because of that the British historians divided the history of India into three periods. [Hindu, Muslim and British]	how from the time of early man and the major changes that took place in India and by what all names India is known as. **ACTIVITY (to support learning)** After completing the chapter students choose 1 topic and write their views- what they understood about it? 1) Economic history. 2) Social history. 3) Political history. 2) Compare map of medieval period with the present day map of the subcontinent. Write 2 similarities and 2 dissimilarities in that map. Ex: area of India, number of state.	the period of past. *Students understand and discuss biological trends and kinds of sources. * Students understood the changing of time, changes took place and some important situations become the part of history. * Students create awareness about reading the newspaper will enhance their knowledge of history. * Students understood about the importance of British for maintaining systematic records of various documents, surveys letters and it became sources of learning and understanding for future generation. * Students express their views about the changes that can be seen and adopted by the people in medieval period.	

Edit with WPS Office

					* Students develop their concept of sharing views and analyse the different developments which become the base of society.	
JULY 27 DAYS	Chapter 2 New kings and Kingdoms	LEARNING OBJECTIVES: *Students read and understand how with the changes in the time period new political development took place in India. * Students understand about the Rajput's and their lifestyle along with their contribution in the Indian History. * Students know the development and understanding about the connections between political and economic process through the exploration of Cholas. * Students compare the architecture development of medieval period and modern period. * Students understand the importance of temple building during medieval period.	BEHAVIOURAL OBJECTIVES: *Students will explore the reasons about emergence of new kingdoms of south India * Students will be able to evaluate the strategy about how different group of people came and settled in India. * Students will come to know the election process of the medieval period with present day elections. * Students will be able to compare the architecture development of medieval period and modern period. *students will be able to understand the importance of temple building during medieval period. * Students will be able to analyze, why prashastis were not considered as an authentic sources of information. * Students will be able to	**ACTIVITY (to introduce the lesson):Art Integration:** Students will be asked to share their knowledge about, why and how India was invaded and plunders in the beginning of the medieval period. They will be asked to search stories or folklores associated with any of the ruler they heard about in medieval period like Prithiviraj Chouhan or shivaji etc. with pictures. **ACTIVITY (TO SUPPORT LEARNING):** *On political map of India mark the northern and southern kingdoms as given in	LEARNING OUTCOMES: *Students read and understood the changes in the time period and new political development took place in India in seventeen century. *Students understood about Rajput's lifestyle along with their contribution in the Indian History. *Students aware about the connections between political and economic process through the exploration of Cholas *Students understood about the Tripartite Struggle, samantas and mahasamantas. *Students explored the reasons about emergence of new kingdoms of south	Through discussion and activity.

Edit with WPS Office

		* Students understand why prashastis were not considered as an authentic source of information. Students understand about the Tripartite Struggle, samantas and mahasamantas.	understand about the Tripartite Struggle, samantas and mahasamantas.	Book.	India * Students evaluated the strategy about how different group of people came and settled in India. *Students compared the election process of the medieval period with present day elections methodology. *Students compared the architecture development of medieval period and modern period. *Students aware about the importance of temple building during medieval period. *Students understood that, why prashastis were not considered as an authentic sources of information.	
JULY 27 DAYS	**GEOGRAPHY** Chapter-1-Environment	LEARNING OBJECTIVES: * Students will understand meaning of environment and domains of the environment. * Students will come to know what is an ecosystem? * Students will understand the various components of	BEHAVIOURAL OBJECTIVES: * Students will be able to analyze that how environment is important for all living beings. *Students will be able to identify the mechanism of water, which is circulated all realms of the earth	**ACTIVITY (to introduce the lesson)** The student will be asked to give their views about, how do they differentiate between Natural environment and human made	LEARNING OUTCOMES: * Students understood meaning of environment and various components of both natural and human environment. *Students understood all	Through the poster making and The real life examples with discussion based on the

Edit with WPS Office

		both natural and human environment. * Students will understand living things include all living organisms of the plant and animal including human and micro-organism. * Students will understand the main domains of the environment like Atmosphere, lithosphere, hydrosphere and biosphere.	through the water cycle, and also supports life on the planet. *Students will be able to understand the difference between natural environment and human environment. * Students will come to know What an Ecosystem is?	environment. **ACTIVITY To support learning: Art Integration:** *Write 2 examples of biotic and abiotic environment and explain their role in our life. *What can we do as a human being to save our environment and maintain ecological balance? Give your views and make a poster of it.	living things include all living organisms of the plant and animal including human and minute micro-organism. * Students understood the main domains of the environment like Atmosphere, lithosphere, hydrosphere etc. *Students analyzed the important of environment as well as ecosystem. *Students identified the mechanism of water, which is circulated all realms of the earth through the water cycle, and also supports life on the planet. * Students understood the difference between natural environment and human environment.	topic. Subject Enrichment Activity.

Edit with WPS Office

JULY 27 DAYS	Chapter 2 Inside the Earth	LEARNING OBJECTIVES: * Students will know the different kinds of minerals present in the earth surface. * Students learn about the various forces (exogenic and endogenic) that take place inside the earth crust and the process that take place outside the earth. *Students will know about Rock Cycle, and the different type of Rocks. *Students will learn about the components of natural environment. ***** Students will analyze the interdependence of the components and their importance in our life. * Students will learn to appreciate and develop sensitivity towards different environments.	BEHAVIOURAL OBJECTIVES: * Students will be able to understand different layers of the earth. * Students will be able to know the different kinds of minerals present in the earth surface. * Students will be able to learn about the various forces (Exogenic and endogenic) that take place inside the earth crust and the process that take place outside the earth. *Students will be able to know about Rock Cycle. * Students will able to know different type of Rocks and its uses. Students will learn about the components of natural environment. ***** Students will be able to analyze the interdependence of those components and their importance in our life.	**ACTIVITY: to introduce the lesson -** *Students recall their previous knowledge which they had learnt in previous (6th) class about earth and all 4 spears of the earth. **[Hydrosphere, Lithosphere, Atmosphere and Biosphere]** * Explanation about the earth surface and interior of the earth with the help of diagram **Activities: To support learning – with Art Integration.** *If Humans have a right to mine the earth for minerals, oil and coal etc. then they also have the responsibility protect it. How, share your own views with poster?	LEARNING OUTCOMES: * Students analyzed different layers of the earth earth's crust is made up of various types of rocks. * Students understood and aware about the different kinds of minerals present in the earth surface. * Students learnt about the various forces (exogenic and endogenic) that take place inside the earth crust and the process that take place outside the earth. *Students understood the Rock Cycle. * Students came to know about different type of Rocks and its uses. Students learnt about the components of natural environment. ***** Students analyzed the interdependence of those	Through interaction and scrapbook activity.

Edit with WPS Office

			* Students will be able to learn to appreciate and develop sensitivity towards different environments.	*In scrapbook, students have to collect and paste four pictures of monuments and find out what type of rocks were used to build them? *Draw a labeled diagram of 'Rock cycle'. *Draw colorful and labeled diagram of 'Interior of the Earth'.	components and their importance in our life. * Students learnt to appreciate and develop sensitivity towards different environments.	
JULY 27 DAYS	Chapter 3 Our changing Earth	LEARNING OBJECTIVES: * Students understand about the appearance and characteristic features of landforms and its movement. *Students will understand different layers of the earth and its components. *Students will know the kinds of minerals present in the earth	BEHAVIOURAL OBJECTIVES: *Students will come to know the structure of the Earth *Students will learn about the different layers of the earth and its components. *Students will be able to know the kinds of minerals present in the earth	**ACTIVITY (to introduce the lesson)** Activities- Students recall their previous knowledge which they had learnt in their previous (6th) class about earth 'the major landforms of the earth'. *Explain work of the Rivers, work of sea	LEARNING OUTCOMES: *Students understood to know about the different kinds of minerals present inside the earth. *Students understood about the appearance and characteristic features of landforms and how they forms.	Through discussion and interaction. scrapbook activity.

Edit with WPS Office

		* Students explain about the various forces (exogenic and endogenic) that take place inside the earth crust and the process that take place outside the earth. * Students will know about volcano and earthquake * Students understand about meanders, sea caves and sea arches. * Students understand the process of erosion and deposition creates different landforms on earth. * Students will able to locate various places on the earth which are earthquake prone areas. Like Srinagar, Indonesia etc.	*Students will be able to understand about the appearance and characteristic features of landforms. *Students will be able to explain about the various forces (exogenic and endogenic) that take place inside the earth crust and the process that take place outside the earth. * Students will be able to understand about meanders, sea caves and sea arches. * Students will come to know the process of erosion and deposition creates different landforms on earth. * Students will learn to locate various places like: which are earthquake prone areas on the Earth? Like Srinagar, Indonesia etc.	waves, work of ice and work of wind. **ACTIVITY (to support learning):Art Integration:** *Students will be asked to collect pictures of the devastation that take place after the earthquake from newspaper/ periodicals/ internet and paste them in your scrapbook and make collage. *Importance of Volcano, explain with labeled diagram. *Benefits of Earthquake. *Write the advantages of Erosion and Deposition, by which process are involved in making soil fertile for farmers.	*Students understood and explained their views about the various forces (exoganic and endogenic) which that take place inside the earth crust and the process that take place outside the earth. * Students analyzed about the effect of forces on the earth surface in the form of mountain and volcano. * Students understood about meanders, sea caves and sea arches how they formed. * Students understood the process of erosion and deposition creates different landforms on earth. * Students aware and able to locate various places on the earth which are earthquake prone areas. Like Srinagar, Indonesia etc.	

Edit with WPS Office

AUGUST 22	CIVICS Chapter 2 Role of the Governme nt in Health	LEARNING OBJECTIVES: * Students will understand the role of government in providing health care facilities to all. * Students will understand the disparities prevailing between healthcare facilities provided by public sector and private sector. * Students will know about gender discrimination that exists in access to healthcare facilities in India. * Students will know about the state government policies; develop abilities and the function of government. *Students will understand the reason for inadequate health care facilities.	BEHAVIOURAL OBJECTIVES: *Students will be able to access the service offered by the private and public health care centers *Students will learn to identify the different sections of the people who are deprived of the health care facilities. *Students will be able to analyze the importance of good food, clean drinking water, and pollution free environment. * Students will be able to know about the measures taken by the government to ensure equality in health care. *Students will realize that there is no equality on the basis of health care in India.	ACTIVITY (To introduce the lesson) What is the role of government in providing health care facilities/ Health Resources in India? Difference between Public health care services and private health care services. Gender discrimination that exists in access to healthcare facilities in India. Why? **ACTIVITY (To support learning)** *Write some points on positive and negative aspects of health care facilities in India. *Explain why private	LEARNING OUTCOMES: * Students understood the disparity prevailing between healthcare facilities provided by public sector and private sector. * Students understood about gender discrimination that exists in access to healthcare facilities in India. * Students understood about the state government policies; develop abilities and the function of government. * Students understood the reasons for inadequate health care facilities. * Students understood access the service offered	Through discussion and activity.

Edit with WPS Office

				facilities are more batter than public facilities. (Paste 1or2 picture of private and one for public facilities)	by the private and public health care centers * Students identified different sections of the people who are deprived of the health care facilities.	
AUGUST 22	Chapter 3 How the state governmen t works	LEARNING OBJECTIVES: * Students will understand the meaning of democratic election and election commission. * Students will come to know about different organs of the government and level of government. * Students will learn about the need and working of the government. * Students will understand the concept of simple majority. * Students will know the function of the Vidhan-sabha and Vidhan parishad and the difference between the both. * Students will know the	BEHAVIOURAL OBJECTIVES: * Students will be able to know about the functioning of the government at state level. * Students will be able to identify and differentiate between the three branches of state government. * Students will be analyzing the function of legislature. * Students will be able to identify the process of election. * Students will be able to behave like a responsible citizen of the country. * Students will get knowledge about the functioning of government at the state level and local.	ACTIVITY (To introduce the lesson) *Students will be asked to explain the structure of local government with the help of flow chart, which they had studied in previous class. *Functions of the state government. *How to form or dissolve a government. *Discussion on the role of the opposition party. **Activity- (To support learning)** *Explanation on the process of Election Conduct dummy	LEARNING OUTCOMES: *Students understood the meaning of democratic election and election commission. * Students learnt and became aware of the functioning of the government at state level and local. * Students learnt to differentiate between the three branches of government. * Students came to know about the functioning of legislature. * Students understood the process of election. * Students studied and	

Edit with WPS Office

		importance of voting. * Students will study about the duties n responsibilities of a good citizen. * Students will study and learn the functioning of the government at state level and local.		election in the class. *Conduction of mock legislative assembly.\ what is an EVM? From when did the Indian Government start using EVM for elections? Why and how it is better than the voting system used in the past? *Which government is working in our state and who is Chief Minister?	learnt about the duties and responsibilities of a good citizen. * Students learnt about different organs of the government and its working system. *Students understood the concept of simple majority. *Students understood the function of the Vidhan-sabha and Vidhan parishad. *Students came to know about the importance of voting.	
AUGUST 22 DAYS	HISTORY Chapter 3 The Delhi Sultans	LEARNING OBJECTIVES: * Students will study understand the development of political institutions. * Students will study about the Sultans military strategies and resources mobilization. * Students will come to know about the expansion of the Delhi sultans, dynasties and their administration in chronological order.	BEHAVIOURAL OBJECTIVES: *Students will be able to know about the developments of political institutions. *students will be able to analyze sultan's military strategies and their resources. *students will be able to get knowledge about sultan's different dynasties and how they administrate on that time.	**Activity (To introduce the lesson):** With the help of flow chart explain them in sequencing way about Delhi rulers. The students will be asked to explain the fact of transformation of Delhi into a capital which controlled vast areas of the subcontinent stated	LEARNING OUTCOMES: * Students understood the development of political institutions. * Students analyzed about the Sultans military strategies and resources mobilization. * Students understood about sultans, dynasties and their administration.	Through discussions and flow chart in chronological order of rulers.

Edit with WPS Office

		* Students will study about the causes of decline and disintegration of Delhi sultanate. * Students will come know about internal frontier and external frontier. * Students know about iqtas and iqtadars or muqti.	*students will be able to know the causes of decline of Delhi Sultans · * Student will be able to appreciate the circle of justice done by Delhi Sultan. * Student will be able to understand long lasting impact of Tuhluq's mistake on Indian economy. * Student will come to know the reasons for internal and external frontiers of the Delhi Sultans.	with the foundation of Delhi Sultans. **Activity (To Support learning): Art Integration:** Why the people did not accepted the token currency issued by Muhammad-bin Tughluq? Was it different from the paper currency that we use now? Write your views and collect the pictures of currency that time and at present and paste it in your classwork.	* Students understood about decline and disintegration of Delhi sultans. *Students analyzed the achievements and their failures of Delhi Sultans .*Students identified Sultan's different dynasties names in the chronological order and how they administrate on that time. *Students understood the reasons for the decline of Delhi Sultans · * Student understood the circle of justice is the relationship between the state and the people for taxes. * Student studied and understood about the long lasting impact of Tughluq's mistake on Indian economy. * Student came to know the reasons for internal and	

Edit with WPS Office

					external frontiers of the Delhi Sultans.	
SEPTEMBER 25 DAYS	Chapter 4 The Mughal Empire	LEARNING OBJECTIVES: *Student will study that how and why the Mughals became strongest ruler of India *Students will understand the concept of Mansabdars, Jagirdars, zabt and zamindars. *Students will trace the political history of India in the 15th to 17th century. *Students will know the growth and expansion of the Mughal Empire as well as downfall of Mughal Empire. *Students will understand the relation of the Mughal with other rulers. *Students will come to know how Akbar was able to expand his empire through direct conquest, matrimonial alliance and conciliatory policies and his famous religious policy. *Student will understand the Akbar's idea of Sulh-i-kul or	BEHAVIOURAL OBJECTIVES: *****Students will be able to correlate present administration with medieval time * Students will be able to develop the sense of building relationship with other territory *Students will be able to analyze the expansion and downfall of the Mughal Empire *Student will be able to analysis expansion and consolidation policy of a nation which could be harmful for other nation. * Students will be able to develop the sense of religious tolerance through Din-e- illahi. * Students will be able to analyze the Role of Mansabdars, Jagirdars, zabt and zamindars. * Student will be able to analyze the Akbar's idea of 'Sulh-i-kul or universal peace. * Students will understand the importance of the first battle of Panipat and its impact on the power of politics in India.	**ACTIVITY (to introduce the lesson)** Recall the previous chapter knowledge and correlate it with this chapter because both the chapters are related to the political disunity in India that marked the end of the Delhi Sultans and it was captured by Mughal Empire. **ACTIVITIY (To support learning): Art Integration:** Students will be asked, what was the reason of decline of Delhi Sultans? *Draw a colorful family	LEARNING OUTCOMES: * Students traced the political history of India in the 15th to 17th century. * Students studied and understood the growth and expansion of the Mughal Empire as well as downfall of Mughal Empire. * Students understood the relation of the Mughal with other rulers. * Students understood that Akbar was able to expanded his empire through directs conquest, matrimonial alliance and conciliatory policies and his famous religious policy. * Students understood the importance of building relationship with other territory to make them stronger. * Students were inspired by the Akbar's idea of other religions like din-I illahi and Sulh-i-kul or universal	Through an activity colorful family tree \ flow chart

Edit with WPS Office

		universal peace. * Students will study about the importance of the first battle of Panipat and its impact on the power of politics in India. * Students will come to know how the Mughals started ruling in India and they will also learn the sequence of first Mughal ruler to the last Mughal ruler year wise.		tree \ flow chart of 'The Great Mughal Rulers' and mention their ruling year with ruler's pictures. Babar 1526-1530 Humayun 1530-1540 Akbar 1556-1605 Jahangir 1605-1627 Shah jahan 1627-1685 Aurangzeb 1658-1707	peace. * Students understood the expansion and consolidation policy of a nation which could be harmful for other nation. * Students studied about the concept of Mansabdars, Jagirdars, zabt and zamindars and its importance. * Students studied about when and how the Mughals started ruling in India, and they also learnt and the sequence of first Mughal ruler to the last Mughal ruler chronologically. * Students came to know about the importance of the first battle of Panipat and its impact on the power of politics in India.	
SEPTEMBER 25 DAYS	**CIVICS** Chapter 4 Growing up as Boys and Girls	LEARNING OBJECTIVES: *Students will learn to interrogate gender construction in different social and economic contexts.	BEHAVIOURAL OBJECTIVES: * Student will be able to analyze the domestic worker's work. *Students will analyze about different kinds of inequalities and	**ACTIVITY (To introduce the lesson)** **1** Students will be asked to tell what is the main reason of inequalities, have they ever faced such	LEARNING OUTCOMES: *Students understood that gender is a social construct and not	Through the poster making and debate based on real life examples.

Edit with WPS Office

		* Students will develop an understanding about the existing gender inequalities in different spheres of society. * Students will study about the roles of men and women in terms of the work they do and in every field, women are not valued equally as men. Men and women do not have the same status in society. * Students will study about the government policies made for the women and children like - The government has set up Aanganwadi or child-care Centre in several villages in the country. * Students will come to know, why the main responsibility of household work, taking care of children, elderly people and looking after the family, is only expected with a women.	discrimination in the society. * Students will be able to analyze reasons for gender inequality and Men and women do not have the same status in society. * Students will study about the government policies made for women and children. * Students will be able to examine the government's role in bringing about changes through various legislatures or to remove inequality. *Students will know, about the multitasking role of a woman in every family.	situation in their locality in real life situation? Students will share their views. 2 Explain: a. The purpose of bringing about change, b. Role of gender in school and family and reasons for inequality in jobs. **ACTIVITIY (To support learning)+ Art Integration:** 1 Mention some measures to remove the discrimination between males and females. 2 Look at the picture given below, what message does this picture convey? Give an appropriate title to this picture by making a slogan in your own words. 3 Woman is the procreator of this world, the human race cannot go on without	determined by biological difference *Students interrogate gender construction in different social and economic contexts *Students understood about the existing gender inequalities in different spheres of society. *Students examine government's role in bringing about changes through various legislature. *Students empathized with the domestic workers. *Students analyzed the different kinds of inequalities and discrimination. *Students were able to figure out the reasons for gender inequality. *Students critically examined the government's role in bringing about changes through various legislatures against gender discrimination and to maintain equality.	

Edit with WPS Office

				her, but the saddest fact remains that she is discriminated against in most of the aspects of life. The discrimination between two people only because one being a boy and the other a girl. Make\ Draw a poster to show gender equality.	*Students understood government policies like - The government has set up Aanganwadi or child-care Centre in several villages in the country. *Students recognized that, really the main responsibilities of household work and care-giving a tasks, like looking after the family, especially children, the elderly and sick members, is only expected with a women.	

SEPTEMBER 25 DAYS	GEOGRAPHY Chapter 4 Air	LEARNING OBJECTIVES: * Students will understand the importance of Atmosphere and its different layers. * Students will understand the meaning of atmosphere and why it is regarded as the most vital/dynamic among the four major realms of our	BEHAVIOURAL OBJECTIVES: *Students will be able to analyze how climate and weather influence the life style of the family. *Students will be able to understand how our atmosphere is regarded as an energetic among the four major realms of our planet. * Students will be able to examine	**ACTIVITY (to introduce the lesson)** Students will be asked what would be the effect on the earth if the ozone layer will not be there. Use chart paper, to draw a pie chart and show the amount of	LEARNING OUTCOMES: *Students analyzed the composition of atmosphere and understand level of gases found in the atmosphere. *Students learnt about moisture condensation and precipitation.	Through an activity 'Collect weekly weather forecasts'.

Edit with WPS Office

		planet * Students will understand about greenhouse effect. * Students will understand the difference between climate and weather. * Students will come to know the composition of the atmosphere and they will be able to co-relate it with how it is getting disturbed and giving rise to global warming. * Students will study and understand the different layers of atmosphere. * Students will study about the basic terms like moisture, condensation and precipitation. .*Students analyze the importance of different gases in the atmosphere and its utility. *Students will understand the structure of atmosphere and its impact on earth directly and indirectly.	how atmosphere is composed of different gases and what is its effect on the earth? * Students will come to know the role of atmosphere in maintaining climatic conditions of India. * Students will learn the importance of wind and how it brings changes in temperature and precipitation. * Students will come to know the wind system in atmosphere and different types of winds. *Students will understand the various differences between weather and climate. *Students will study, why it is important to keep our earth cool and maintain ecological balance? *Students will be able know role the importance of different gases in the atmosphere and its utility. *Students will come to know the different structure of atmosphere and its impact on earth directly and indirectly.	different gases in the atmosphere. **ACTIVITY (to support the learning): Art Integration:** *Write an article in your own words on the given topics and draw the poster related to it. 1. Population is the major cause of global Warming. 2 Ways to cope up with the Natural Disasters. *Collect weekly weather forecasts of a week from any news-paper. Compare the data and observe the changes occurring in the weather and write your views.	* Students understood the term insolation and radiation * Students became aware of serious ill effects of global warming. *Students understood the difference between climate and weather. * Students analyzed how climate and weather influence the life style of living beings. * Students analyzed how the wind brings changes in temperature and precipitation *Students understood the term atmosphere and how weather and climate differ from one place to another place. *Students assessed the importance of atmosphere and its different elements in life.	

Edit with WPS Office

Edit with WPS Office