

**HANSRAJ MODEL SCHOOL**  
**PUNJABI BAGH, NEW DELHI**  
**CURRICULUM**  
**SESSION 2024-25**  
**CLASS: VII**  
**SUBJECT: SOCIAL SCIENCE**

	TOPIC/SUBTOPICS	LEARNING INTENTIONS	ACTIVITIES	ASSIGNMENTS
APRIL	<p><b>Map Work</b></p> <ul style="list-style-type: none"> <li>● States of India and their Capitals</li> <li>● Union Territories of India.</li> </ul>	<p>Learners will be able to</p> <ul style="list-style-type: none"> <li>□ locate the geographical locations of various States and Union Territories of India.</li> <li>□ enhance knowledge of different states.</li> <li>□ develop spatial reasoning skills.</li> <li>□ gain acquaintance with their country.</li> </ul>	<p><b>Activity: Political Divisions of India (CR)</b></p>	<p><b>Assignment 1(G):</b>  <b>a) The States of India</b></p> <p><b>Map 1:</b> Himachal Pradesh, U Bihar, Uttar Pradesh, Punjab, Madhya Pradesh, Jharkhand, Chhattisgarh.</p> <p><b>Map 2:</b> Gujarat, Maharashtra, Karnataka, Kerala, Tamil Nadu, Andhra Pradesh, Telangana, Orissa, V</p> <p><b>Map 3:</b> Assam, Arunachal Pr Nagaland, Manipur, Mizoram Meghalaya, Sikkim.</p> <p><b>b) The Union Territories of</b></p>

				<p><b>Map 4:</b> National Capital Territory of Delhi, Jammu and Kashmir, Lakshadweep, Pondicherry, Dadra and Nagar Haveli, and Diu.</p>
	<p><b>UNIT-I</b>  <b>Lesson 1- Components of Environment:</b></p> <ul style="list-style-type: none"> <li>● Four spheres of environment <ul style="list-style-type: none"> <li>□ Lithosphere</li> <li>□ Atmosphere</li> <li>□ Hydrosphere</li> <li>□ Biosphere</li> </ul> </li> <li>● Biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>□ Learners will be able to</li> <li>□ differentiate between living and non- living organisms.</li> <li>□ describe the concept of environment.</li> <li>□ enhance their understanding of the environment and its bifurcation into natural and man-made elements.</li> <li>□ describe the four spheres of natural environment, i.e., Lithosphere, Atmosphere, Hydrosphere, Biosphere.</li> <li>□ explain the significance of biosphere as a sphere of life.</li> <li>□ analyse how human beings are disturbing the natural environment</li> </ul>	<p><b>Activity (INTERNAL ASSESSMENT)</b></p>	<p><b>Assignment:</b> Concept map of environment.</p>

		<ul style="list-style-type: none"> <li>☐ justify and sensitise about the need to conserve the biodiversity on the earth.</li> </ul>		
	<p><b><u>UNIT-II</u></b> <b>Lesson 9 - Medieval Period</b></p> <ul style="list-style-type: none"> <li>● Periodisation of Indian history</li> <li>● Sources of information: <ul style="list-style-type: none"> <li>☐ Literary</li> <li>☐ Archaeological</li> </ul> </li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ classify the period of Indian history into ancient, medieval and modern.</li> <li>☐ know about the medieval period of history in India and Europe.</li> <li>☐ identify the sources of information – archaeological material and literary sources.</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <i>Persian Wheel of my Imagination (AI)</i>- Model of a Persian wheel using cups and ice-cream sticks.</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● <b>WORKSHEET</b></li> <li>● Tabular chart on Sources of Information(h-1)</li> </ul>
	<p><b><u>UNIT - I</u></b> <b>Lesson- 3 The Surface and Interior of the Earth</b></p> <ul style="list-style-type: none"> <li>● Interior of the earth</li> <li>● Structure of the earth</li> <li>● Types of Rocks</li> <li>● Minerals</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ identify and explain the internal forces that shape earth's surface.</li> <li>☐ compare the layers of the earth and their features.</li> <li>☐ explain the formation and utility of different types of rocks.</li> </ul>		<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1,5 <b>WORKSHEET</b></li> <li>● Tabulation of Sources of Information, Structure of the Earth, and Types of Rocks , concept of the structure of the Earth</li> <li>● <b>3-D Diagram</b>(AI) explaining the structure of the Earth with labelled layers.</li> <li>● <b>Flow Chart</b> of Rock Cycle</li> </ul>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> understand different types of minerals and their basis of identification.</li> <li><input type="checkbox"/> value substances available on the earth.</li> <li><input type="checkbox"/> imbibe values of nurturing and conserving.</li> </ul>		
<b>MAY</b>	<p><b><u>UNIT -III</u></b>  <b>Lesson – 20 Media: The Mainstay of Democracy</b></p> <ul style="list-style-type: none"> <li>● Interdependence of technology and media</li> <li>● Role of money in Media</li> <li>● Media and Democracy</li> <li>● Right to Information Act,2005</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> state the relationship between media and democracy.</li> <li><input type="checkbox"/> describe the role of money in the media.</li> <li><input type="checkbox"/> develop understanding of the interdependence of technology and media.</li> <li><input type="checkbox"/> understand the significance of RTI,2005.</li> <li><input type="checkbox"/> realize the importance of being aware and responsible citizens.</li> </ul>		<p><b>Assignment:</b></p> <p><b>WORKSHEET</b></p> <ul style="list-style-type: none"> <li>● E-1, E-2+4, E-3</li> </ul>
	<p><b><u>UNIT -III</u></b>  <b>Lesson-21 Advertising and Democracy</b>  Meaning and Purpose</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain advertising as the best way of communication.</li> </ul>	<p><b>ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>● Create an advertisement promoting CORONA VACCINE among children.</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1, 3, D-3+ E-4</li> <li>● <b>WORKSHEET</b></li> </ul>

	<p>Social or Public Service Advertising Effects of Advertising Advertising and Democracy Consumerism and its features</p>	<ul style="list-style-type: none"> <li>☐ understand the importance of social advertising.</li> <li>☐ analyse the effects of advertising.</li> <li>☐ interpret the relationship of advertising and democracy.</li> <li>☐ create consciousness in society about the rights of a consumer.</li> </ul>		
	<p><b><u>UNIT -II</u></b> <b>Lesson – 10</b> <b>The Rise of Small Kingdoms in North India</b></p> <ul style="list-style-type: none"> <li>● Age of three empires</li> <li>● Rashtrakutas</li> <li>● Palas</li> <li>● Pratiharas</li> <li>● Governance in North India: <ul style="list-style-type: none"> <li>☐ Adminis tration</li> </ul> </li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ explain the rise of small kingdoms in north India – Rashtrakutas, Palas, Pratiharas, after the fall of Harshavardhana (the last great ruler of ancient India)</li> <li>☐ enlist the reasons for the rise of Rajputs in Northern India.</li> <li>☐ describe the type of administration, art and culture of that period</li> <li>☐ compare the economic and social structure during the reign of these empires.</li> </ul>		<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1,5</li> <li>● <b>WORKSHEET</b></li> <li>● Map Skills,</li> <li>● Tabular chart on rashtrakutas, palas, pratihara</li> </ul>

	<ul style="list-style-type: none"> <li>☐ Economy</li> <li>☐ Society</li> <li>☐ Religion</li> <li>☐ Education</li> <li>☐ Art and Architecture</li> <li>☐ Trade</li> </ul>	<ul style="list-style-type: none"> <li>☐ develop critical thinking abilities and analytical skills to compare with present times.</li> </ul>		
<b>JULY</b>	<p><b><u>UNIT - III</u></b> <b>Lesson-18 Democracy and Equality</b></p> <ul style="list-style-type: none"> <li>● Preamble</li> <li>● Constitution</li> <li>● Universal Adult Franchise</li> <li>● Multi-Party System</li> <li>● Right to Equality</li> <li>● Reservation</li> <li>● Measures taken by the Government</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ develop an understanding of the Constitution.</li> <li>☐ explain the concept of Universal Adult Franchise.</li> <li>☐ analyse how a multi-party system works.</li> <li>☐ describe the main provisions of the Right to Equality.</li> <li>☐ sensitize all about the need to be concerned for the deprived sections of society.</li> <li>☐ imbibe virtues of empathy, compassion and gratitude.</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <b>Preamble(DC)</b>- The Gist of the Constitution (DC)</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● D-1: E-1,3</li> <li>● <b>WORKSHEET.</b></li> </ul>

	<p><b><u>UNIT -I</u></b>  <b>Lesson – 2 Earth and the Changes on it:</b></p> <ul style="list-style-type: none"> <li>● External processes</li> <li>● Weathering</li> <li>● Erosion</li> <li>● Deposition</li> <li>● Agents of Gradation</li> <li>● Formation of Soil</li> <li>● Distribution and Conservation of Soil</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>□ classify the various endogenous and exogenous processes affecting lithospheric changes on the earth.</li> <li>□ describe the process of weathering, erosion and deposition.</li> <li>□ identify the various features formed by different agents of gradation. for example, wind, water etc.</li> <li>□ understand the significance of soil and its various types.</li> <li>□ justify the need to conserve soil in order to ensure sustainable development.</li> </ul>		<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● D-1, E-1, 5.</li> <li>● <b>WORKSHEET</b></li> <li>● Tabular charts</li> <li>● Map skill</li> <li>● Formation of soil diag</li> </ul>
	<p><b><u>UNIT -II</u></b>  <b>Lesson – 12 Turkish invasions in North India:</b></p> <ul style="list-style-type: none"> <li>● Origin of Turks</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>□ justify the need for political unity.</li> </ul>	<p><b><u>Activity:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Story telling(HC)</i>- Prithviraj Chauhan, and the Battle of Tarain</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1,2,3,4</li> <li>● <b>WORKSHEET</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Mahmud Ghazni</li> <li>● Muhammad Ghori</li> <li>● Causes of the defeat of Indian rulers</li> </ul>	<ul style="list-style-type: none"> <li>☐ enlist the attacks and invasions of Mahmud Ghazni in North India.</li> <li>☐ identify the aims of Muhammad Ghori.</li> <li>☐ analyse the causes of the defeat of Indian rulers.</li> <li>☐ learn from their past and develop analytical skills to accept challenging situations.</li> </ul>		
	<p><b><u>UNIT -I</u></b> <b>Lesson – 4</b> <b>Air Around Us</b></p> <ul style="list-style-type: none"> <li>● Structure of atmosphere</li> <li>● Air and its composition</li> <li>● Pollutants in the air</li> <li>● Atmospheric temperature and pressure</li> <li>● Monitoring weather conditions</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ explain the structure of the atmosphere.</li> <li>☐ describe the composition of air and various gases present in it.</li> <li>☐ compare the atmospheric temperature and pressure.</li> <li>☐ understand the mechanism of rainfall.</li> <li>☐ realize the need to keep the air pure.</li> <li>☐ have values of striving for sustainability.</li> </ul>	<p><b>Activity:</b> “Global Warming is threatening the life support system of the earth”</p> <p>Prepare a <i>fish bone organizer(CR)</i> showing different causes of global warming and their effects.</p>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● WORKSHEET</li> <li>● TABULAR CHART AND ITS COMPOSITION</li> <li>● <b>WORKSHEET</b></li> <li>● STRUCTURE OF THE ATMOSPHERE</li> <li>● E2,5</li> </ul>
<b>AUGUST</b>	<b><u>UNIT -II</u></b>	Learners will be able to:	<b>Activity:-</b>	<b>Assignment:</b>



	<p><b>Lesson – 13</b> <b>Delhi Sultanate</b></p> <ul style="list-style-type: none"> <li>● Slave Dynasty</li> <li>● Khilji Dynasty</li> <li>● Tughlaq Dynasty</li> <li>● Lodi Dynasty</li> <li>● Governance under Delhi Sultanate</li> </ul>	<ul style="list-style-type: none"> <li>□ explain various dynasties of Delhi Sultanate.</li> <li>□ identify the location of Delhi Sultanate.</li> <li>□ describe the governance during Delhi Sultanate period keeping in account society, economy, religion, administration.</li> <li>□ compare the art, architecture and literature during different rulers of Delhi Sultanate.</li> <li>□ develop values of preserving our monuments.</li> <li>□ appreciate our glorious past.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>PICTORIAL TIMELINE(AI)</b> - Timelines of all four dynasties.</li> </ul>	<ul style="list-style-type: none"> <li>● E-1,2,3,4</li> <li>● <b>WORKSHEET</b></li> <li>● Map Skills, timeline</li> </ul>
	<p><b><u>UNIT -III</u></b> <b>Lesson-22</b> <b>Unpacking Gender</b></p> <ul style="list-style-type: none"> <li>● Roles of Boys and Girls</li> <li>● Society and Stereotyping</li> <li>● Gender inequality</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>□ identify the stereotyping of gender roles</li> <li>□ understand the need for gender equality to create a democratic society.</li> <li>□ examine the relationship between education and women empowerment.</li> </ul>	<p><b>ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>● <b>#SHARETHELOAD(DC)</b>- video presentation</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Tabulation of ‘Invisible women’s work’ across urban women</li> <li>● D-1, E-2, 3, 4.</li> <li>● <b>WORKSHEET</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Education and Awareness</li> <li>● Need of Gender Equality</li> </ul>			
<b>OCTOBER</b>	<p><b><u>UNIT -I</u></b> <b>Lesson -5</b> <b>Water surrounding the Earth</b></p> <ul style="list-style-type: none"> <li>● Process of Water cycle</li> <li>● Various movements of Ocean Water</li> <li>● Importance of Oceans to Man</li> <li>● Case Study of Tsunami</li> </ul>	<ul style="list-style-type: none"> <li>□ Learners will be able to:</li> <li>□ explain the water cycle enumerating the process of evaporation, condensation and precipitation.</li> <li>□ compare and contrast the sources of fresh water and saline water.</li> <li>□ comprehend the various movements of ocean water i.e.; waves, ocean currents and tides.</li> <li>□ classify and differentiate cold and warm currents and understand the significance of ocean currents to mankind.</li> <li>□ identify the causes of high tides and low tides and understand their significance.</li> <li>□ discuss the relevance of oceans to man.</li> </ul>	<p><b>ACTIVITY:-</b></p> <ul style="list-style-type: none"> <li>● 3-D diagram of Hydrological cycle with explanation.(AI)</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Comparative chart of cold ocean currents.</li> <li>● D-1, 3, E-2, 4</li> <li>● <b>WORKSHEET</b></li> </ul>

		<ul style="list-style-type: none"> <li>☐ analyse the havoc caused due to Tsunami,2004.</li> <li>☐ develop problem-solving skills and strength to face struggles.</li> </ul>		
	<p><b><u>UNIT -II</u></b> <b>Lesson-14 Regional Powers</b></p> <ul style="list-style-type: none"> <li>● Vijay Nagar Empire</li> <li>● Bahamani Kingdom</li> <li>● Ahoms</li> <li>● Mewar</li> <li>● Marwar</li> <li>● Kashmir</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ analyze the emergence of independent kingdoms in India after the weakening of Delhi Sultans.</li> <li>☐ describe the origin, important rulers, administration, society, culture, art and architecture under the Vijaynagar Empire.</li> <li>☐ understand the establishment of Bahamani Kingdom and its significance as a cultural bridge between North and South India.</li> <li>☐ apprise about Ahoms and consolidation of their kingdom in Eastern Brahmaputra valley.</li> <li>☐ explain about the powerful kingdom of Mewar and its important rulers like Rana</li> </ul>	<p><b><u>ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>● You are a tourist guide, prepare a <b>TRAVELOGUE</b> along with an itinerary from Delhi to Hampi. (DC)</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1,2,3,4,5</li> <li>● <b>CRAB WORKSHE</b></li> <li>● <i>Map Skills</i></li> </ul>

		<p>Kumbha, Sangram Singh and Maharana Pratap.</p> <ul style="list-style-type: none"> <li>☐ examine the role of Marwar and the achievements of the rulers of Kashmir.</li> <li>☐ develop reasoning and analytical skills</li> <li>☐ realize the significance of collaborative work</li> <li>☐ imbibe the value of being far-sighted and planned.</li> </ul>		
<b>NOVEMBER</b>	<p><b><u>UNIT -I</u></b>  <b>Lesson- 6</b>  <b>Life on the Earth</b></p> <ul style="list-style-type: none"> <li>● Tropical Hardwood Forests</li> <li>● Grasslands</li> <li>● Deserts</li> <li>● Temperate Softwood Forests</li> <li>● Animal Kingdom</li> <li>● Human impact on ecosystem</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ comprehend the inter relationship between physical and biological environment that exists in an ecosystem.</li> <li>☐ classify the biosphere into plant and animal kingdom.</li> <li>☐ understand the meaning of natural vegetation and its different types.</li> <li>☐ compare the variation in the vegetation cover according to the area and climatic conditions.</li> </ul>		<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Tabular chart on types of grasslands and deserts</li> <li>● E-2, 5</li> <li>● <b>WORKSHEET</b></li> </ul>

		<ul style="list-style-type: none"> <li>☐ describe the diversity of the animal kingdom.</li> <li>☐ analyse the impact of human beings in disturbing the ecosystem and sensitize them to conserve the flora and fauna.</li> </ul>		
	<p><b><u>UNIT -II</u></b>  <b>Lesson- 15 The Mughal Empire</b></p> <ul style="list-style-type: none"> <li>● Rise of Mughals</li> <li>● Babur</li> <li>● Humayan</li> <li>● Akbar</li> <li>● Jahangir</li> <li>● Shah Jahan</li> <li>● Aurangzeb</li> <li>● Governance under Mughals</li> <li>● Decline of Mughals</li> </ul>	<ul style="list-style-type: none"> <li>☐ Learners will be able to:</li> <li>☐ explain the origin of the Mughal empire in India.</li> <li>☐ identify key features of Mughal rulers and their contribution.</li> <li>☐ differentiate between architectural accomplishments under the reign of Akbar, Jahangir, Shahjahan and Aurangzeb.</li> <li>☐ analyze the reasons behind the gradual decline of the Mughal empire.</li> <li>☐ realize the significance of being tolerant, accepting and respectful towards all.</li> <li>☐ appreciate the integration of art and aesthetics in lifestyle.</li> </ul>	<p><b>ACTIVITY:-</b></p> <ul style="list-style-type: none"> <li>● <b>VIRTUAL TOUR (DC)</b> of all the monuments of the Mughal era.</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1, 4, 5</li> <li>● <b>Map skills</b></li> <li>● <b>WORKSHEET</b></li> </ul>

	<p><b>UNIT -I</b>  <b>Lesson -7 Human Environment</b></p> <ul style="list-style-type: none"> <li>● Settlement</li> <li>● Factor responsible for Permanent Settlement</li> <li>● Modes of Transportation</li> <li>● Role of Transportation and Communication</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ explain specific aspects of the human environment.</li> <li>☐ relate to the concept of settlements.</li> <li>☐ recognize the importance of transportation and communication in the development of a country.</li> <li>☐ Compare the importance of various means of transport.</li> <li>☐ realize and value what we possess</li> <li>☐ understand the significance of aspiring for progress and a better future.</li> </ul>	<p><b>PROJECT WORK ONLY.</b></p>	
<p><b>DECEMBER</b></p>	<p><b>UNIT -II</b>  <b>Lesson-16 Emergence of Independent States</b>  Reasons for Emergence of Independent States  Bengal  Awadh  Hyderabad  Sikhs  Marathas  Rajputs</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ Describe the reasons for decline of Mughal empire and its effects leading to emergence of independent states.</li> <li>☐ identify the independent states that became powerful after the fall of Mughal empire.</li> </ul>		<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● D-5, E-3,4,5</li> <li>● <b>WORKSHEET</b></li> <li>● <b>MAP SKILLS</b></li> </ul>

	Mysore	<ul style="list-style-type: none"> <li>☐ compare the achievements and downfall of states of Bengal, Awadh, Hyderabad, Mysore and Marathas.</li> <li>☐ Analyze reasons for these independent states to change the face of medieval Indian history.</li> </ul>		
	<p><b><u>UNIT -I</u></b> <b>Lesson-8</b> <b>Land and the people</b></p> <p>Sahara Ladakh Prairies Velds Amazon Basin Ganga-Brahmaputra Basin</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>☐ Identify the characteristic features of different deserts: <ul style="list-style-type: none"> <li>▪ Sahara</li> <li>▪ Ladakh</li> </ul> </li> <li>☐ Gain knowledge about different grasslands: <ul style="list-style-type: none"> <li>▪ Prairies</li> <li>▪ Velds</li> </ul> </li> </ul> <p>Analyse the life in Tropical and Sub-Tropical Forest Regions Amazon Basin Ganga-Brahmaputra Basin</p>	<p><b>ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>● <b>FLIPGRID</b> on LADAKH- the pride of India.(DC)</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Tabular chart on desert grasslands and river basins</li> <li>● <b>MAP SKILLS</b></li> <li>● <b>WORKSHEET</b></li> </ul>
	<p><b><u>UNIT -III</u></b> <b>Lesson – 19 Our State Government</b></p>	<p>Learners will be able to:</p>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <i>Know Thy State(CR)( paste pictures)</i></li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● E-1,2,4</li> </ul>

	<ul style="list-style-type: none"> <li>● State Legislature: <ul style="list-style-type: none"> <li>□ Composition</li> <li>□ Functions</li> </ul> </li> <li>● Powers of the Governor</li> <li>● Powers and functions of the Chief Minister and his Council of Ministers</li> <li>● India as a Federation</li> </ul>	<ul style="list-style-type: none"> <li>□ explain the division of power between centre and state</li> <li>□ describe the state legislature and its two houses – Legislative Council and Legislative Assembly</li> <li>□ identify the powers of the Governor.</li> <li>□ mention the functions of the Prime Minister and his council.</li> <li>□ state the administration of Union Territories of India.</li> <li>□ develop a sense of belongingness for their state</li> <li>□ build trust in their legislature.</li> </ul>	<ul style="list-style-type: none"> <li>□ Name of the governor of your state</li> <li>□ Population of your state</li> <li>□ Chief Minister of your State</li> <li>□ Minister of Education of your State</li> <li>□ Minister of Health of your State</li> <li>□ Does it have a unicameral or bicameral legislature</li> </ul>	<ul style="list-style-type: none"> <li>● <b>WORKSHEET</b></li> </ul>
	<p><b><u>UNIT -II</u></b>  <b>Lesson – 17 Major religions</b></p> <ul style="list-style-type: none"> <li>● Islam</li> <li>● Sikhism</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>□ acquire knowledge about different religious movements which started in India during the seventh to fifteenth century.</li> </ul>	<p><b>PROJECT WORK ONLY</b></p>	



	<ul style="list-style-type: none"> <li>● Bhakti Movement</li> <li>● Sufism</li> </ul>	<ul style="list-style-type: none"> <li>□ analyze the rise, teachings and contribution of various religions in Indian society.</li> <li>□ develop love, compassion, respect and tolerance towards all religions.</li> </ul>		
<b>JANUARY</b>	<p><b><u>UNIT -III</u></b>  <b>Lesson-23</b>  <b>Markets Around us</b>  Types of Markets  Markets and Democracy  Role of Government in protecting the interests of all sections of society</p>	<p>Learners will be able to:  Identify different types of markets.</p> <p>develop understanding about the role of government in democracy.</p> <p>examine the different types of inequalities prevalent in modern day markets.</p> <p>analyse the steps taken by the government to protect the interests of all sections of society.</p>	<p><b>ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>● <b>RECIPROCAL LEARNING-</b> divide the class in groups and give each group a kind of market and peers shall cross question.(CR)</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>● Comparative charts on types of markets.</li> <li>● <b>WORKSHEET</b></li> </ul>