***ANNUAL PEDAGOGICAL PLAN***

***CLASS – VIII***

***SUBJECT – SOCIAL SCIENCE***

***TERM 1***

|  |  |  |
| --- | --- | --- |
| **TOPIC**  ***(HISTORY)*** | **LEARNING OUTCOMES** | **INNOVATIVE METHOD/ART INTEGRATION/EXPERIENTIAL LEARNING/INTER DISCIPLINARY** |
| **THE MODERN PERIOD** | 1. Explain and describe that history is divided into 3 parts, ancient, medieval and modern, though  2. Learn what colonial means, how important dates are in history and how different historians  3.Identify the sources of modern history that include administrative records, surveys, letters, Diaries of officials, letters of Indian leaders, records of court proceedings, etc.  4. Observe the role that media and newspapers played in creating awareness about the intentions. | 1**.Compare** the commercial advertisements of today with yesterdays  2. Collect some old **photographs** and letters of the leaders like Gandhi ji and Nehru ji.  3. **Make a list** of books and Indian authors of the pre-independence time and ask your friends and parents if anyone had read them or still read them. |
| **from Trade To Territory** | 1. Summarize the rivalries and and battles among the trading companies.  2.Recognise the British dominance in India  3.Explain how British conquered all the territories  **br th**  **5. p br te**  4. Evalutate the Policies followed by British to annex the territories. | 1. List out few Ancient tools and **compare t**hem to the modern tools.  2. Discuss the attitude of the then rulers. How unconcerned and incompetent they were! Have an **extempore** to know the views of the student. |
| **Colonialism and Tribal Communities** | 1. Learn the changes that took place in the tribal life’s  2. Explain the effect of colonial rule on the tribal life.  3. Describe how discontentment of tribal led to revolt. | **Case study** on Birsa Munda will be discussed. |
| **The Revolt of 1857** | 1. Learn the causes for the revolt.  2. Analyse how the revolt spread and its limitations.  3. Explain the reasons for its failure. | 1. Collect **pictures** of all the Indian leaders’ during1857 as well as pictures of British army officers who defeated them.  2. Arrange the pictures on a **chart** to know the faces of the individuals in the mutiny. |
| ***(GEOGRAPHY)***  **Resources** | 1.Students will be able  to recall the meaning of resources how it adds value to our life.  2. Categorize the type of resource.  3. Differentiate between human and human made resources.  4.Identify the growing need of human resources | 1.Pick a stone and **make a paper weight.**  2. Be a conservationist. **Make a chart** to show five steps you can take to conserve water in your home and school or paste pictures of things which you can reuse, recycle or reduce(3R’S). |
| **Land ,Water and Soil** | 1. Learn the land use pattern in India.  2. Infer the methods for conserving the land.  3. Distinguish the types of soil, its characteristics and formation.  4. Analyse the reasons for soil degradation and conservation.  5. Recognize the need for multipurpose projects.  6. Summarize the factors responsible for water scarcity  and discuss the need to conserve water | 1. Does your school have a rain water harvesting system? Find out how water is collected and stored as ground water.  2.**Map skill:** On the political map of India Show the soil types  3. **WATER MAN OF INDIA** Name: Belongs to which state: How did he get the title? Write 2 to3 sentences about his achievements |
| **Natural Vegetation and Wildlife** | 1. Realize the impact of forest degradation and the need for forest conservation as well as develop concept towards depletion of resources.  2. Causes for the depletion of flora and fauna.  3. Demerits of developmental processes.  4.Classification of forests into Reserved, Protected and Unclassed forests | The student may be encouraged to identify reserved forests areas located in their districts/State  and **share their experience** in class. |
| ***(political science)***  **The Indian Constitution and Need for Laws** | 1.Learn about the  Indian constitution and Recognize the importance of rules and regulations.  2. Discuss about social evils like dowry, female infanticide etc. | 1. **Paste pictures** of news paper cuttings of social evils prevalent in society and discuss cases of real life related to it. |
| **Guiding Principles of the Indian Constitution** | 1. Recognise the importance of rules and regulations.  2. Express the need for written constitution and development of the country.  3.State the importance of the constitution and identify the importance of Fundamental rights  **in a cou**  **\*A**  **rea**  **\*M**  And fundamentals duties. | **Art –**  Make a colourful PREAMBLE highlighting the key terms.  Child labour violates which fundamental right .discuss |
| **Government at the Centre** | 1. Discuss the parliamentary form of governments in the world.  2. Role of houses like Rajya sabha and Lok sabha  3.Role of speaker , President and prime minister. | **Role play :**  organize into groups of ruling party and opposition and conduct a MOCK PARLIAMENT SESSION taking up the role of MPs. |
| **THE MAKING OF LAWS** | 1. Inform students about right to education Act.  2. Centre and state government will share financial responsibility for implementation of RTE at the state level. | **Make a Report** about child labour prevalent in your areas.  Make list of Schools which have enrolled under privileged children under RTE ACT. |

***TERM 2***

|  |  |  |
| --- | --- | --- |
| **TOPIC**  ***(HISTORY)*** | **LEARNING OUTCOMES** | **INNOVATIVE METHOD/ART INTEGRATION/EXPERIENTIAL LEARNING/INTER DISCIPLINARY** |
| **Education and Colonial Rule** | **1**. Learn what the pre-colonial system of education was.  2. Highlight the reasons for the introduction of western education.  3. Explain the change introduced by the British in the western education.  4. Evaluate the impact of education policies**.** | Prepare a **ppt** on Gandhi ji s ‘nai taleem’ including his basic ideas and features of this concept, the struggle and opposition faced by Gandhi ji and its ultimate success. |
| **Women and Reforms** | 1. Learn about the changes in the position of women.  2. Describe the efforts to change the position of women.  3. Explain the role of reformers. | **Activities:**  1. Collect the pictures of woman who played a great role in Indian politics.  2. Write about women in your family who inspires you . |
| **The National Movement** | 1. Critically analyze the role of nationalist leaders of the nationalist movement.  2. Realize that unity is the biggest threat of achieving any goal.  3. Realize that for the survival of the nation freedom is necessary.  4. Imbibe the feeling of nationalism.  5. Analyse the role of revolutionaries in freedom movement**.** | **role play**  Divide the class into two groups: moderates and extremists and enact a disagreement between them because of their different approach to attain freedom. |
| **India after Independence** | 1. Realise the reasons for the partition and the rehabilitation of refugees.  2. Learn about pluralism, democracy and development.  3. Analyse the relation of India with the world. | **Make a list** of all the  States of the Indian union today and identify the prominent languages spoken in each state and union territory. |

|  |  |  |
| --- | --- | --- |
| ***(geography)***  **Agriculture and Major Crops** | 1. Learn that the food on their plate is the hard work of the farmers.  2. Realize the different factors involved in growing different types of crops.  3. Apply that different crops are grown in different regions of India.  4. Learn about the geographical conditions necessary for cultivation of major crops. | **Map skills :**  Locate the major crops on the political map of India. |
| **Industries** | 1. Learn about types of industries and factors affecting location of an industry.  2. Learn about major industries of India and world.  3. How to avoid industrial accident? | **VISIT**  Visit any industry near your city and find out the materials used and entire process that leads the final product. |
| Human Resource | 1. Realise human are a resource.  2. Identify the composition of the population.  3. Learn that occupational structure and the changes human resources.  4. Relate that economic and social development of a country depends on the literacy level of its population. | **Activity 1**  Make a poster or write a catchy slogan a0bout spreading on reduction of population.  **Activity: 2**  Data collection: From the 5 sections of your class, collect data on age and sex and work sex ratio for the class and represent it graphically |

|  |  |  |
| --- | --- | --- |
| ***(Political science)***  **The Judiciary** | 1. Identify that the judiciary is the third most important organ of the government.  2. Realise that Supreme court is the apex court followed by high court and subordinate courts. | **Role play:**  Enact a court room drama in class with students acting as public |
| **The Role of the Police and Judiciary** | 1. Analyse the role of judiciary.  2.Police plays an important role in maintaining law and order in the state  3. Recognise who is the Public Prosecutor and his role**.** | **Collage:**  Make a collage of cuttings of newspaper of the two/three court cases. Find out the names of the lawyers and public prosecutors involved in the cases. |
| **Economic Presence of the Government** | Several government schemes and programmes have been launched for removal of poverty and unemployment.  2. Identified that the government adopted a planned approach towards economic development in the form of five-year plans. which was replaced by NITI. | Imagine you have won as the Mayor of your local municipality. People are expecting a lot of reforms under your leadership. Devise **a plan** for your municipality where in you should outline your vision during the pandemic. |