Cambridge International School, Mohal, Kullu Curriculum -2021-2022 CLASS - VIII Subject-SCIENCE First -Term

Feb/March				
CROP	PRODUCTION	AND		
MANAGEMENT				
LEARNII	NG OUTCOMES			
Students	will be able to:			

- *Discuss the terminology related to the crop production.
- *Identify the different tools and seed specimens.-Familiarize with involved in crop production.
- *Cultivate a small area by following the proper sequence of crop production. Activity:*Search work:Students will search about the methods of various crop types of production (Library/Integration with any scientist, if they know). Then Students will be asked to give a brief write up of the same.
- *Smart board (video demonstration of various tools) students will be asked to identify the and compare the various tools during the ancient and modern age, they also will be asked to draw them.
- *Outdoor Activity Students will be given a small area in the school campus where they will be asked to grow the crops, by following the proper sequencing required for the crop production.

Assessment: Pen - paper test, Concept map, HOTs, reasoning questions, **Report and Value Based Questions** Drawing various tools. (Integration with Art and IT)

MICROORGANISM FRIEND AND FOE **LEARNING OUTCOMES**

Students will be able to:

- *- Observe the slides of various types of microorganisms under the microscope. -Categorize the micro-organism, differentiate their uses and impact.
- -Compare the ways of food preservation (old and modern).

Activity:

*Lab Activity- Showing the various slides: Students will be shown various slides of the microorganisms, they will be asked to draw the observed slides and write a few lines about their observations.

Home activities:

- *Search work-Recent outbreak of disease due to Coronavirus. What is it?
- *Investigation To find various preservative methods which were used earlier by the people and also compare them with the modern preservative methods.
- Students will talk to their parents or

Cell - Structure And Functions LEARNING OUTCOMES Students will be able to:

- Recall specific concepts, terms in

April

- Differentiate between animal and plant cells and their cell organelles.

Activity:

Observation Activity -Identify the parts of a Microscope. Observe slides. Teacher will demonstrate a method to make temporary slides using an onion peel and cheek cell . students will to recall and draw a microscope, label its parts. Students will try to write a procedure to make a temporary slide and also draw the slides shown. After they draw the slides they will be asked to observe their drawings carefully. This can give a conclusion that in both the slides the shape is different. *Model Making -Making the models of a plant cell or an animal cell. Students will be asked to make a model of an animal or a plant cell, with the waste material found in their home or maybe

Assessment: Pen - paper test, Concept map, Observations of the observed slides, apparatus HOTs, Model, Flow chart, reasoning questions, and Value **Based Questions.** (Integration with Art)

they use some threads, stones etc.

*COAL AND PETROLEUM(COLLABORATED WITH SOCIAL SCIENCE)

LEARNING OUTCOMES Students will be able to:

- *Discuss the formation of coal and petroleum.
- *Explain petroleum refining.
- *List the products of coal and petroleum.
- *Discuss consequences of over extraction of coal and petroleum.
- *Understand the conservation of fossil fuels.

Tabulate daily practices which can help in conservation of fossil fuels. **Activities:**

* Video demonstration . Showing

*COMBUSTION AND **FLAME LEARNING OUTCOMES**

May

Students will be able to: *Explain different terms.(Calorific value, Fuel efficiency etc.) and enlist characteristics of a good fuel. Differentiate between rapid and spontaneous combustion *Outline different zones of a candle flame, and explain the reason for the use of the outermost zone of flame for melting metals by goldsmiths. Activity:

*Lab-Activities

Conduct simple experiments to find out the conditions necessary for combustion. (eq- try burning a stone, try burning a paper, try burning a wet paper etc...)

*Burn a candle and identify the various zones of a candle. and colour of various zones.

Assessment: Pen – paper test, Observing and drawing the observed things, labeling the diagrams. Concept map, HOTs, reasoning questions, and Value Based Questions

MATERIALS: **METALS** AND NON METALS **LEARNING OUTCOMES** Students will be able to:

Differentiate between metals, non-metals and alloys.

- -Practical utility of metals and non-metals.
- -Writing formulae, Equations, Balancing of equations.

Activities:

*Students will be asked to observe objects such as, gold ring, silver ring, copper wire or utensil, fresh iron nail etc. They will be given some criteria: such as: Appearance (shiny or dull), hard or soft, conductivity (by using the electric circuit made by themetc.Students will collect

June *FORCE AND PRESSURE. FRICTION (Both these chapters were collaborated) **LEARNING OUTCOMES**

Students will be able to: * Explain the terms like force, pressure, atmospheric pressure, friction and drag.* Explain the effects of force.

*Differentiate between contact and non-contact forces. *Identify the types of Force and Friction and differentiate between

*Tabulate methods of increasing and reducing friction.

them

*Relating pressure with area and analyzing it for fluids. *Comprehend frictional force and factors affecting them. *Relating Force. Friction and Pressure in day to day life.

Activity:

*Class-activities Recapitulation of the previous knowledge. Students will be asked to push a table and pull it....they will be able to recall force, after this students will perform few smallsmall activities show the effects of force, they will show crushing the paper, moving a book on the table, pick up a book, rub a scale on their hair and then will take few bits of paper, move the rubbed scale over these bits of paper, what happens, the bits of paper will stick to scale. Now students will be asked to roll a ball on the smooth floor and will

grandparents to know about the preservatives used in the earlier days and nowadays. They will analyze the change in preservation method Checking the preservatives used in the packed food items and to check the expiry date. Students made a table of various items they had in their home showing their expiry date, Manufacture date and the preservatives added to them.

Assessment: Pen – paper test, Observing and drawing the diagrams. Tabular information, Sequencing pattern of the crop production, Concept map, HOTs, Quiz, reasoning questions. Value Based Question.

Synthetic Fibres And Plastic

LEARNING OUTCOMES

Students will be able to:

- *Analyze the difference between Synthetic & Natural fibres.
- *Differentiate thermoplastic and thermosetting.
- *Make efforts to protect our environment.

Activity:

*Students will be asked to take two buckets or baskets what so ever they had at home and label one as natural and the other synthetic, they will asked to find out various things, sort these things as natural and synthetic.

A video of a few common thermosetting and thermoplastic will be shown to the students and then during the class it will be discussed.

*Students will identify various common objects at home, such as non stick pans, switches, comb, plastic bottles, chairs etc. Now they will be asked if these things get damaged in your house and you have to give them to a junk dealer, why will he refuse to take a few of them. Which of them he would refuse to take and why?

Students will be asked to write a few ways how they can protect the environment.

(Integration with IT and English)

Assessment: Pen – paper test, Concept map, HOTs, reasoning questions and Value Based Questions.

movie-A documentary film on the extraction. Assessment: Pen – paper test, Writing a paragraph on the extraction of coal and petroleum. Debate on the impact of extraction on the environment. Group discussion on the health problems faced by the people working in the coal mines. Concept map, HOTs, reasoning questions, and Value Based Questions (Integration with English and IT) **CONSERVATION OF PLANTS** AND ANIMALS.

LEARNING OUTCOMES
Students will be able to:

- *Discuss various uses of forests.
- -Interpret consequences of deforestation on soil.
- -Show the need for Conservation of forests and wildlife.

Activity:

*Powerpoint presentation: students choose any one topic of their own interest from the chapter and will make a ppt.

*Students will mark the wildlife centuries, and parks on the world map, this map work will be submitted to the social science teacher.

Assessment: Pen – paper test, Concept map, HOTs Writing skill-(Write an essay on Conservation of animals), Map work,reasoning questions, and Value Based Questions (Integration with Art,Social Sciences and the information and then there will be a class discussion on physical properties. They will be enlisting the first 20 elements of the periodic table. Teacher will talk about the valency. Atomic no. of these elements and will teach how to calculate the valency through magic numbers.electronic configurations will be introduced.

- *Video demonstration will be showing the Chemical properties... Students will try to write a few chemical equations. They will keep an iron nail outside in the moisture and observe it, after a few days they will see the change in it...they will try to write an equation for this process...and will name the process.
- *Students will be asked to tell the steel which you use at home is WHAT?....A METAL, A NON METAL OR SOMETHING ELSE....? They will try to find out and alloy will be introduced.
- *Assessment: Pen paper test, Observations of the things collected, electronic configurations, Chemical Equations, HOTs, reasoning questions, Quiz and Value Based Questions.

be asked why it stopped itself after some time, So with these few small activities students will be introduced with the type of forces and their importance...

*Students will be asked to open the door of their class and will be asked to observe if the hinges of the door are making noise or not, if yes, Why? How can it be corrected....this activity will introduce them with how to increase or reduce the friction.

Teacher cut any fruit with the blunt side and sharp side of the knife This activity will introduce them to the term pressure, and pressure how related to force and area....Students will also be solving a few numerical Problems on pressure, after the teacher demonstrates.

- *So by making the students only perform such activities the concepts of the chapter will be taught, and later students will be asked to identify various such events from day to day life which includes his terms...
- *Assessment: Pen paper test,
 Observations,
 Numericals Concept map , HOTs ,
 reasoning questions, and Value Based
 Questions
 (Integration with mathematics)

*Diksha app is taken into consideration.

Subject -SCIENCE **FINAL TERM**

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Activities: Students will be asked to DESIGN A	1			
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LAYOUI of a house which can be	1		LAYOUT of a house which can be	
*Students will earthquake resistant.	1			
be shown the bell jar activity,then Assessment : Pen – paper test, Concept map		be shown the bell jar activity,then	Assessment : Pen – paper test, Concept map	

T	
they will be asked to identify	,model layout, HOTs , Research work,
why the sound was not	reasoning questions, and Value Based
heard in the bell jar	Questions
experiment, and how can you	
hear through the toy telephone.	
Students will be asked to make	
some models of musical	
instruments and also be asked to	
play them.	
Students will be asked to find out	
the history of some musical	
instruments of H.P. and other	
states of their choice.	
Assessment:	
Pen – paper test, Making tables	
showing the vibrating part of the	
musical instrument. Concept	
map , HOTs , reasoning	
questions, and Value Based	
Questions	

^{*}Diksha App is taken into consideration