

Cambridge International School, Mohal, Kullu
Social Science-VIII
First Term -2020-2021

	March	April	May	June
Concepts	-Resources and Land, Soil, Water, Natural Vegetation and Wildlife as resources.(Collaborated with Science) -The Indian Constitution and Secularism	-Agriculture -How, When and Where -From Trade to Territory.	--Parliament and the making of laws -Ruling the Countryside.	-Mineral and Power Resources(Collaborated with Science)
Learning Out comes	-Students will be able to: Classify the various resources, their utilization and need to conserve. -Appreciate land as a natural resource, its topography and its uses. -Enlist conservation measures and steps taken by the Government to safeguard our natural resources -Describe the importance of Constitution in a Democratic country - Enlist the key features of Indian Constitution. -Identify Fundamental Rights and Duties of a citizen. - Explain the meaning and importance of Secularism.	Students will be able to: - Comprehend the different types of farming and variety of crops grown to meet the requirements of the growing population. -Explain the importance of dates and periodization. - Analyze the factors that led to the establishment of British East India Company. -Discuss the various methods of British to expand their territories.	Students will be able to: -Explain the working of Parliament and the formation of laws. - Familiarizes the composition of a Parliament and its role. -Explain about the imperial rule in India - Locates the expansion of territories	. Students will be able to: -Distinguish the various types of minerals, and their distribution. -Appreciate the need of minerals in our lives and conservation.
Activities	Poster Making Natural Vegetation and Wildlife PPT (Secularism)	Video making (Establishment of East India company)	Search work (Parliament) Collage Making (Government and Laws)	Map work (Mineral Resources)
Online Assessment	-Map work (MINERAL RESOURCES) -Note book and online submission of work evaluation -Online test -Online Multiple assessment			

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Social Science-VIII
Second Term -2020-2021

	July	August	September	October	November
Contents	-When people Rebel 1857 and after.	-Industries- Comparative study -Civilizing the " Native", Educating the Nation(Collaborat-ed with English) --The Judiciary	- Social Justice and Marginalized Groups -Human Resources (Art Integrated Project with Kerala) - The Making of the National Movement : 1870s-1947	-Economic Presence Of The Government. -Women, Caste and Reform	-India After Independence
Learning Outcomes	- Students will be able to: Enlist all the main causes for the Revolt of 1857. -Finds the immediate cause of the revolt and give reason to justify it as ' sepoy mutiny'. -Analyse the main reasons for the failure of the revolt of 1857. -Locate the main centres of the revolt. -	-Students will be able to: Familiarize with industrialization. -Classify the different types of industries,their development and locations. - Enlist the steps taken by the Indian govt. To eradicate discrimination -Illustrate the spread of education in regional and English languages. -Describe the term 'Judiciary', its composition and functions. -Discuss about the functions of the Supreme court, High court and Subordinate courts.	-Students will be able to: Explain the term 'Marginalized' and enlists the reasons of becoming marginalized. -Analyse all measures taken to safeguard the welfare of the marginalized groups. - Recognize the importance of Human resources. - Finds out the distributing factors of population. -Unravel the story of nationalism that rose among the Indians. - Outline the contribution made by Mahatma Gandhi and the non-violent mass movements led by him.	- Students will be able to: Analyze the role of government in improving the life standard of Indians. -Enlist the special laws made by the Government to safeguard the interests of public. - Comment on the plight of the women. -Provide a broad view of some social reformers and their contribution to uplift women and girl children.	-Students will be able to: Identify the reasons for state formation. - Explains the various Plans for the development of our Nation after independence. - Write about the constitutional reforms proposed by the British Govt.
Activities	-Map work https://www.youtube.com/watch?v=PW38U5cb1H8	-E-Newspaper activity -Collage Making -Map work Multiple Assessment-Dialogue Formation on the basis of Picture or	Pamphlet or Poem – Marginalised community in our locality (Social Justice and Marginalized Groups	- Online Data collection through Google form (Questionnai	-Story Telling Competition of original stories from talking to grandparents or researching.

	https://www.youtube.com/watch?v=ataW-bloIEY	<p>Cartoons (Civilizing the "Native", Educating the Nation)</p> <p>- Flow Chart on Hierarchy of Courts. A talk show with lawyers.</p>	<p>)</p> <p>Comparative study of Himachal Pradesh and Kerala on the basis of</p> <p>-Population -Culture(Live Interaction with few Keralite students through questionnaire prepared by the children and online through google Meet) -Education (Human Resources)</p> <p>--Learning through short video clip-(The Making of the National Movement : 1870s-1947</p>	<p>re)</p> <p>-Public facilities in your locality. (Economic Presence Of The Government.) -Report Making on the basis of collected data.</p> <p>-Case study- Women Social reformers of India (Women, Caste and Reform)</p>	<p>-Map Work Stories from Discovery of India By Jawaharlal Nehru First PM's speech at the time of Independence https://www.ndtv.com/video/news/news/tryst-with-destiny-jawaharlal-nehru-s-independence-day-speech-427266</p>
<p>Online Assessment</p>	<p>Google Form Assignment & Assessments, Mentimeter, nearpod and Flipgrid Integrated project on Art and Ek Bharat Shreshtha Bharat</p>				