

**First Term Curriculum
Subject – Social Sciences
Class – VIII
Session-2024-2025**

Month	April	May	June	July
Chapters	-Resources and Land, Soil, Water, Natural Vegetation and Wildlife as resources. -The Indian Constitution and Secularism -When, where and How	-The establishment of company rules. -Why do we need a Parliament? -Human Resource	-Rural life and society -Understanding laws: Law and Social Justice -Mineral and Power Resources -Craft and Industries.	-Colonialism and tribal societies -Colonialism and urban change
Learning Outcomes	-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 and importance of secularism -Identify Fundamental Rights and Duties of a citizen. --Explain the importance of dates and periodization.	Students will be able to: -Understand the term Mercantilism - Analyze the factors that led to the establishment of the British East India Company. -Discuss the various methods of British to expand their territories .-Explain the working of Parliament and the formation of laws. - Familiarize the composition of a Parliament and its role. - Recognize the importance of Human resources. - Find out the distributing factors of population	Students will be able to: -Learn about the effects of the company's agrarian policies -Find out the different policies. - Locates the expansion of territories -Comprehend the need for laws in a society. -Grasp the basics of unpopular and controversial laws. -Enable the learner to understand the essential meaning of social justice. -Enable the learner to appreciate the need of laws to ensure social justice. -Distinguish the various types of minerals, and their distribution -Appreciates the need of minerals in our lives and conservation.	- Students will be able to: -Understand the changes within the tribal economies and societies in 19 th centuries -Discover the nature of urban development in 19 th and 20 th centuries
Skills	Knowledge, Understanding, Analysis, Application	Knowledge, Understanding Analysis Application	Knowledge, Understanding, Analysis, Application	Knowledge, Understanding, Analysis, Application
Competency skill based Activities/ Experiential Learning	Poster Making/Slogan making/Map work Field Trip- Great Himalayan National Park, Banjar. (Integrated with Science) Search work- Religions practiced in India.	Timeline Line- Establishment of East India company Report making- Election of student council of the school. (Integrated with languages) Role play- Human Resources.	Survey in neighbourhood. (Integrated with Maths) Project on the necessity of laws and interests it protects. (Government and Laws) Map work (Mineral Resources) (Integrated with Science)	Documentary Show- Discovery the nature of urban development in the 19th and 20th centuries. Search work- Tribes in Himachal Pradesh and India.
Assessment	- CW/HW - Periodic test -Search work -Multiple assessment -Note book Evaluation			
	-Book- Cambridge Social Sciences -Publisher- Cambridge University Press			

Final Term Curriculum
Subject – Social Sciences
Class – VIII
Session-2024-2025

Month	August/ September	October	November	December
Chapters	-Industries and major Industries. -The Revolt of 1857.	-The Judiciary: Understanding our criminal justice system. - Understanding and confronting marginalization	-Agriculture-Types of Farming and Major crops - The Indian National Movement: 1885-1947. -Women, Caste and Reforms.	-Public Facilities -India After Independence.
Learning Outcomes	-Students will be able to: -Familiarize yourself with industrialization. -Classify the different types of industries, their development and locations. -Understand how the revolt of 1857 originated. -Find out changes that happened in colonial rule. - Enlist the steps taken by the Indian government. To eradicate discrimination	-Students will be able to: -Describe the term 'Judiciary', its composition and functions. -Discuss about the functions of the Supreme court, High court and Subordinate courts. -Explain the term 'Marginalized' and enlists the reasons for becoming marginalized. -Analyze all measures taken to safeguard the welfare of the marginalized groups.	- Students will be able to: -Comprehend the different types of farming and variety of crops grown to meet the requirements of the growing population. -Learn about the major crops -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. - Comment on the plight of the women and schedule caste people. -Provide a broad view of some social reformers and their contribution to uplift women and scheduled castes.	-Students will be able to: -Analyze the role of the government in improving the life standard of Indians. -Enlist the special laws made by the Government to safeguard the interests of the public. - Explains the various Plans for the development of our Nation after independence. - Write about the constitutional reforms proposed by the British Govt.
Skills	Knowledge, Understanding, Analysis, Application	Knowledge, Understanding, Analysis, Application	Knowledge, Understanding, Analysis, Application	Knowledge, Understanding, Analysis, Application
Competency skill based Activities/Experiential Learning	-A Visit to an industry. -Collage Making -Map work -Multiple Assessment-Dialogue Formation on the basis of Picture or Cartoons (Integrated with art and languages) (Education and British rule) Social Science Fest.	-Flow Chart on Hierarchy of Courts. -A talk show with lawyers. -Pamphlet or Poem on marginalized communities. (Integrated with languages and art)	-Field trip-Collaborated with Science. -short video clip- (The Making of the National Movement : 1870s-1947 -Case study-Women Social reformers of India (Women, Caste and Reform)(Integrated with art)	-Public facilities in your locality. (Economic Presence Of The Government.) -Report Making on the basis of collected data. (Integrated with Maths) Stories from Discovery of India By Jawaharlal Lal Nehru First PM's speech at the time of Independence.
Assessment	- CW/HW - Periodic test -Search work -Multiple assessment -Note book Evaluation			
	Book- Cambridge Social Sciences -Publisher- Cambridge University Press			