

NISHAN-E-SIKHI INTERNATIONAL SCHOOL, KHADUR SAHIB

CLASS: - 8th

SUBJECT: - SOCIAL SCIENCE

(PEDAGOGICAL PLAN) (2020-21)

| MONTH | WEEK   | TOPIC                                 | LEARNING OBJECTIVE  | ACTIVITIES   | ASSESSMENT USED  |
|-------|--------|---------------------------------------|---|--|--|
| APRIL | Week 1 | Modern India                          | After studying this chapter, student will be able to: <ul style="list-style-type: none"> <li>Distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the broad development</li> </ul>      | Concept mapping  | Relationship between concepts, methods, techniques and characteristics |
|       | Week 2 | colonisation of India (with map work) | <ul style="list-style-type: none"> <li>Explains how the English East India Company became the most dominant power.</li> </ul>   | Carousel Activity  | Learning, understanding, knowledge, critical thinking                  |
|       | Week 3 | colonisation of India                 | <ul style="list-style-type: none"> <li>Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'</li> </ul>  | Project work/Assignment  | Assignment Questions   |
|       | Week 4 | The Indian constitution               | After studying this chapter, student will be able to: <ul style="list-style-type: none"> <li>Illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples.</li> <li>Interprets and social and political issues in one's own region with reference to the Constitution of India.</li> </ul> | Peer Teaching and debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society. | short Answer Questions   |
|       | Week 5 | Ideals of our constitution            | <ul style="list-style-type: none"> <li>Illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples.</li> <li>Applies the knowledge of the Fundamental Rights to</li> </ul>  | Intervention activity  | Written test   |

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|      |        |   | find out about their violation, protection and promotion in a given situation (e.g. Child Rights).   |                              |   |
| MAY  | Week 1 | Resources                                     | <ul style="list-style-type: none"> <li>Analyses uneven distribution of natural and human-made resources on the earth.</li> </ul>   | Debate on types of Resources | Random questioning<br>Brain storming                  |
|      | Week 2 | Land, soil and water (with map work)          | <ul style="list-style-type: none"> <li>Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.</li> </ul>  | Discussion                   | In text questions will be discussed with the students |
|      | Week 3 | Revision Of Periodic Test -1                  | <ul style="list-style-type: none"> <li>Revise chapter modern India, Resources, The Indian constitution</li> </ul>  | Intervention Activity        | Elaboration through questioning                       |
|      | Week 4 | Natural vegetation and wild life              | <p>After studying this chapter, students be able to:</p> <ul style="list-style-type: none"> <li>Specify sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna.</li> <li>Reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc.</li> <li>Reflects on the factors leading to disasters and calamities.</li> </ul> | Low stakes quizzing          | Practice testing                                      |
|      | Week 5 | Minerals and energy resources( with map work) | <ul style="list-style-type: none"> <li>Understand the types of Minerals like Metallic and Non-Metallic.</li> <li>Distribution of minerals in various Continents</li> <li>Conventional and non conventional energy sources</li> <li>Conservation of resources and locates distribution of important minerals e.g. coal and mineral oil on the world map</li> </ul>  | Make a list of minerals      | Worksheet related to topic                            |
| JULY | Week 1 | Tribal Resistance                             | <ul style="list-style-type: none"> <li>Students can Understand The Tribal way of life</li> <li>Affect of British rule and Describe Tribal Revolts</li> </ul>   | Discussion                   | Worksheet on topic                                    |

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|     | Week 2 | Craft and industries<br><br>Education and British Rule | <ul style="list-style-type: none"> <li>Analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period</li> <li>Education in India under British , National Education and Beginning of Modern Education</li> </ul> | Power point presentation/projector   | Presentation  |
|     | Week 3 | Parliamentary Government the union Legislature         | <ul style="list-style-type: none"> <li>Differentiates between State government and Union government.</li> <li>Describes the process of election to the Lok Sabha.</li> <li>Locates one's own constituency on parliamentary constituency map of State/UT and names local MP.</li> </ul>                                      | observe parliamentary constituency map of State/UT. □ organise a mock election with model code of conduct and Youth parliament (Bal Sansad). | Learning, understanding, knowledge, critical thinking |
|     | Week 4 | Agriculture (with map work)                            | <ul style="list-style-type: none"> <li>Draws interrelationship between types of farming and development in different regions of the world.</li> </ul>   | Discuss and explore various farming practices carried out in the neighbourhood/ district/ state  | Written test  |
| AUG | Week 1 | Major crops and Agricultural Development               | <ul style="list-style-type: none"> <li>Analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locate these countries on the world map.</li> </ul>   | Debate   | worksheet   |
|     | Week 2 | The company's Civil Administration and Revenue policy  | <ul style="list-style-type: none"> <li>Explains how the English East India Company became the most dominant power.</li> </ul>   | Project work related to topic  | Assignment Questions                                  |
|     | Week 3 | Revision Of Periodic Test -2                           | Revise chapter Tribal Resistance, land , soil and water, Parliamentary Government the union Legislature   | Carousel Activity  | Practice testing, written test, learning              |

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|     | Week 4 | The revolt of 1847                            | <ul style="list-style-type: none"> <li>Explains the Causes of the revolt ,outbreak of the revolt and result of the revolt</li> <li>Analyses the issues why the revolt failed</li> </ul>  | Mind mapping   | Short and long questions answers         |
|     | Week 5 | The Judiciary                                 | <ul style="list-style-type: none"> <li>Explains the functioning of the judicial system in India by citing some landmark cases.</li> <li>Demonstrates how to file a First Information Report (FIR).</li> <li>Explains the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act).</li> </ul> | Discussion and express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants | Written test, understanding              |
| SEP | Week 1 | Revision Of Term-1                            | <ul style="list-style-type: none"> <li>Revise chapter Resources, land ,soil and water resources, natural vegetation and wildlife , Mineral resources and The Indian constitution , parliamentary government the union legislature, the judiciary</li> </ul>  | Carousel Activity  | Practice testing, written test, learning |
|     | Week 2 | Revision Of Term-1                            | <ul style="list-style-type: none"> <li>Revise chapter Modern India , The company's civil administration and revenue policy, tribal resistance , The revolt of 1857, crafts and Industry, Education and British rule</li> <li>Map work</li> </ul>   | Mind mapping   | Elaboration Through Questioning          |
|     | Week 3 | TERM -1 EXAMS                                 |  |  |  |
|     | Week 4 | TERM-1 EXAMS                                  |  |  |  |
| OCT | Week 1 | Industry Comparative studies ( with map work) | <ul style="list-style-type: none"> <li>Classifies different types of industries based on raw materials, size and ownership.</li> </ul>   | Project work/assignment  | Assignment Questions                     |



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|     | Week 2 | Women , caste and Reforms              | <ul style="list-style-type: none"> <li>explains the relationship between livelihood patterns and the geographical condition of the area inhabited e.g. tribes, nomadic pastoralists and banjaras</li> <li>The fight against Untouchability and Associations for reforms.</li> </ul> | Discussion   | Short Answer Questions                    |
|     | Week 3 | Colonialism and Urban changes          | <ul style="list-style-type: none"> <li>Students can learn about De-Urbanisation, growth of new towns and Delhi in nineteenth century</li> </ul>   | Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement.                | Presentation by students about visit      |
|     | Week 4 | Role of Police and Courts              | <ul style="list-style-type: none"> <li>The Police Hierarchical set up at the District level</li> <li>Demonstrates how to file a First Information Report (FIR).</li> <li>Process of criminal justice</li> </ul>   | Discussion and examine contents of a First Information Report (FIR) form.  | Written test                              |
| NOV | Week 1 | Marginalised groups and social justice | <ul style="list-style-type: none"> <li>Elaborate the concept of castism like Scheduled Castes Scheduled Tribes and Minorities or Other Backward classes</li> <li>Describe Reservation</li> </ul>  | Low stake quizzing and conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ | Practice testing, learning, understanding |