

<i>SOCIAL SCIENCE</i>	
LESSON PLAN	
CLASS 8th	MONTH : APRIL,2024-25
<i>TERM 1</i>	

CH 1	(GEOGRAPHY) <i>ECONOMIC ACTIVITIES IN YOUR LOCALITY</i>	Number of teaching days of each month:20 Number of days required to complete the topic:3
1.	PREVIOUS KNOWLEDGE TESTING	Ask the following questions: Q1) What is the difference between rural and urban areas? Q2) What is livelihood? Q3) What are economic activities?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- <ul style="list-style-type: none"> • Define livelihood in both rural and urban areas • Know the sources of income in rural and urban areas • Analyze the distribution of economic activities in your locality
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	GROUP DISCUSSION will be held on why is it important to promote gender equality in livelihood? Draw a MIND MAP of different types of livelihood which will enhance their artistic skills. Organize a field trip to a nearby rural area to learn about different types of economic activities in rural areas.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Drawing skills and artistry skills will be improved
5.	RESOURCES INCLUDING ICT	Prepare ppt slides on types of economic sector
6.	ASSESSMENT ITEMS	<ol style="list-style-type: none"> 1. What are different types of rural and urban areas livelihood? 2. What are the major challenges faced by rural people in their livelihood? 3. What is unemployment? What are its types?
7.	FEEDBACK AND REMEDIAL TEACHING	Students will be given extra worksheets for practice. Peer groups will be formed to help each other. Teachers will suggest important points for improvement.

8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Students will be asked to research about percentage of each economic sector found in INDIA. Compare it with any developed country.
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Ch-4	<i>MINERAL RESOURCES AND INDUSTRY</i>	Number of teaching days of each month:20 Number of days required to complete the topic:4
1.	PREVIOUS KNOWLEDGE TESTING	Q1) What are minerals? Q2) Name three minerals used in daily life. Q3) why minerals are important?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to: *know about different types of minerals in India. *able to appreciate the need of sustainable development. *know how and why there is need to protect environment.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION	Create posters, pamphlets or enactment to educate people about the importance of resource management, recycling and energy efficiency. *MAP ACTIVITY will be conducted to mark various minerals in INDIA.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Art and craft and drawing will be improved through posters and recycling
5.	RESOURCES INCLUDING ICT	Make a PowerPoint presentation of visuals-based interactive smart class/ Screen sharing/ Video link

6.	SUSTAINABLE DEVELOPMENTAL GOALS	Students will be able to understand how to save Water and live in sanitation.
7.	ASSESSMENT ITEMS	Q1.) How does industrial pollution contribute to global warming? Q2) How can minerals be conserved? Q3)What is the difference between ubiquitous and Localized resources? Q4) Define biotic and abiotic resources. Q5) What is conservation of resources?
8.	FEEDBACK AND REMEDIAL TEACHING	Make a list of a few renewable resources and write down how we will be affected by their Overuse.
9.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Be a conservationist. Make a chart to show five steps you can take to conserve in home or school

Ch 5	<i>LIVELIHOOD PATTERN OF THE STATE</i>	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	Q1) Name oldest profession in the world. Q2) What are the major inputs required in agricultural production?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to *learn cropping patterns in INDIA *Analyze challenges in agriculture. *impact of migration on the regions.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	A VISIT to farms nearby to observe agricultural practices. Organize HANDICRAFT DAY in your school to make handmade

		environmental friendly items and show case them in school.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Development of artistic skills
5.	RESOURCES INCLUDING ICT	Make appt on migration and why people tends to migrate
6.	ASSESSMENT ITEMS	Q1) What are the factors that influence farming? Q2) What is green revolution? Q3) Describe push and pull factors of migration.
7.	FEEDBACK AND REMEDIAL TEACHING	Students will be given extra worksheets for practice. Peer groups will be formed to help eachother.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Conduct a GARDENING WORKSHOP where participants can learn how to grow their own food.

CH 2	(CIVICS) <i>UNDERSTANDING LOCAL MARKETS</i>	Number of teaching days of each month:20 Number of days required to complete the topic:4
1.	PREVIOUS KNOWLEDGE TESTING	Q1) What is a market? Q2) Explain barter system. Q3) What are the functions of a market?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to: *understand the concept of a market. *illustrate the history of evolution of market. *understand importance of sustainable development.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	PASTE pictures of various types of markets. VISIT a LOCAL MARKET and explore the market and its functioning.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Artistic skills and travelling skills will be improved.
5.	RESOURCES INCLUDING ICT	Make a ppt on type of markets

6.	ASSESSMENT ITEMS	Q1) Name types of markets. Q2) What are the limitations of a market? Q3) Evaluate the changes in markets.
7.	FEEDBACK AND REMEDIAL TEACHING	Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice.
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	A <i>diary entry</i> will be written by students on overall atmosphere of their areas neighbourhood shops which will develop their writing skills.

CH 12	CONSTITUTION OF INDIA (PART 1)	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	1. Why do we need laws in society? 2. Why is constitution important in India? 3. which elements in the society need really to be protested against?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to :- *identify and explains the reasons why a country needs a constitution. *analyze how the constitution is the supreme law of the land and serves as the foundation for all other laws in the country.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	Create POSTERS depicting the key leaders and events from India's freedom movement that influenced the framing of the constitution.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Development of artistic skills
5.	RESOURCES INCLUDING ICT	Make a ppt or collage or a mind map showcasing the core values embedded in the Indian constitution.

6.	ASSESSMENT ITEMS	Q1) list the leaders who played significant roles in the making of constitution.
7.	FEEDBACK AND REMEDIAL TEACHING	Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice
8.	INCLUSIVE PRACTICES AND FULL PARTICIPATION WITHOUT DISCRIMINATION	Draft a constitution for your country.

CH 13	CONSTITUTION OF INDIA (PART 2)	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	Q1) What is a constitution? Q2) What is a preamble? Q3) Who drafted INDIAN CONSTITUTION?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *demonstrate an understanding of the concept of the constitution *analyze the fundamental values enshrined in the constitution *explore the rights and duties of citizens guaranteed by the Constitution.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	<ul style="list-style-type: none"> Initiate a civic engagement project focusing on raising awareness about citizens' rights and responsibilities in their local community.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Research and developmental skills will be improved
5.	RESOURCES INCLUDING ICT	Make a ppt on fundamental rights and fundamental duties
6.	ASSESSMENT ITEMS	Q1) list the provisions of MNREGA Q2) Distinguish between fundamental rights and fundamental rights. Q3) What are DIRECTIVE PRINCIPLES OF STATE POLICY?
7.	FEEDBACK AND REMEDIAL TEACHING	Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice
8.	FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION	Propose a constitutional amendment to enhance gender equality. What steps would you take to conduct research, draft the proposal and initiate the amendment process.

CH- 9	(HISTORY) <i>THE COLONIAL RULE IN INDIA</i>	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	Q1) What is colonialism? Q2) How east Indian company entered India?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *discuss the consolidation of the East Indian Company in India. *critically analyze the expansionist policies of the East India Company.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	MAP ACTIVITY: On a map of India, mark the locations of the significant battles of Plassey and Buxar, that shaped the course of British expansion in India.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Improvement in artistic skills
5.	RESOURCES INCLUDING ICT	Make a ppt on impact of colonial rule in India.
6.	ASSESSMENT ITEMS	Q1) What are the political changes that took place in India during the colonial period under British rule? Q2) What was the Subsidiary Alliance system?
7.	FEEDBACK AND REMEDIAL TEACHING	Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice
8.	FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION	Identify and label the regions of India that were annexed or affected by British territorial acquisitions during Lord WELLESLEY'S and LORD DALHOUSIE'S tenure as governor-general.

CH- 10	(HISTORY) INDIAN NATIONAL MOVEMENT	Number of teaching days of each month:20 Number of days required to complete the topic:5
1.	PREVIOUS KNOWLEDGE TESTING	Q1) How protests against the British colonialism started in India? Q2) How britishers exploited Indians?
2.	SPECIFIC LEARNING OUTCOME	Students will be able to:- *explain the importance of assertion in the Indian freedom struggle. *describe the nature of assertion *differentiate assertion and the Indian National Movement. *analyze the reasons for the occurrence of tribal movements.
3.	PEDAGOGICAL STRATEGIES (EXPERIENTIAL LEARNING /ART INTEGRATION)	Organize a role play where students assume the roles of the leaders of their choice who sacrificed their life for the sake of their motherland.
4.	INTERDISCIPLINARY LINKAGES AND INFUSION OF LIFE SKILLS	Acting and creative skills will be improved.
5.	RESOURCES INCLUDING ICT	Make appt on role of ethical values like non violence, unity, and sacrifice in movements for social change.
6.	ASSESSMENT ITEMS	Q1) What were the major causes of tribal resistance against British rule? Q2) How did western ideas promote the sense of self rule among Indians?
7.	FEEDBACK AND REMEDIAL TEACHING	Peer groups will be formed to help each other. Special attention to slow bloomers will be given. Students will be given extra worksheets for practice
8.	FULL INCLUSIVE PRACTICES AND PARTICIPATION WITHOUT DISCRIMINATION	Organize a campaign advocating for better labour rights in a developing country. Outline a comprehensive plan for your campaign, incorporating these causes to bring about effective change in labour rights within that country.