

**DETAILED CURRICULUM
2024-25
CLASS: VIII
SUBJECT: SOCIAL SCIENCE**

**BOOK- NCERT
SCIENCE- VIII**

OBJECTIVES: (Combined for History , Geography and Civics)

The students will be able to:

1. Recognize the relevance of the domain of knowledge in establishing interlinkages with natural and social environment.
2. Classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of the society
3. Explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage.
4. Discuss the need to evolve plurality of approaches in understanding natural and social phenomena.
5. Demonstrate a variety of approaches on integration and interrelation within and across disciplines.
6. Identify spatial variability of events, processes, and phenomena in the contemporary world.
7. Identify democratic ethos, equity, mutual respect, equality, justice, and harmony.
8. Demonstrate skills of observation, enquiry, reflection, empathy, communication, and critical thinking.
9. Create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalized section of the society and persons with special needs.
10. Illustrate concepts related to different subjects with the help of technology.
11. analyze the relationship between the natural, social and cultural environment
12. synthesize the fundamentals of society.
13. analyze the concepts and connect them with the environment.
14. Strengthen social skills.

TERM-I

MONTH/ BOOK	SYLLABUS	CONCEPTS	CONCEPTS
<u>APRIL</u> Course Book	Lesson - 1: Introduction: How, When, Where Lesson – 1 : Resources. https://image.slidesharecdn.com/viisushantaresources-201123060335-201223042723/75/resources-class-8-geography-cbse-ncert-2-2048.jpg?cb=1667580287	History: Students will be able to: a) Introduce the concept of historical change b) Familiarize with the major historical events and development of the period. c) Understand the changing nomenclature of the sub-continent and regions. d) Delineate major developments within the time frame. e) Explain how the sources of study for this period are different from those of earlier periods.	Geography: Students will be able to: a) Understand the concept of resources and characteristics of resources. b) Understand how substances change into resources. c) Appreciate the role of natural resources in human development. d) Resources can be categorized as natural, human and human- made. e) Prepared slogan to protect resources. f) Understand the concepts of resource conservation and sustainable development.
Multimedia	https://www.youtube.com/watch?v=1Q_FCLhzDw0 https://www.youtube.com/watch?v=CYJ4OOmznlo&list=PL1zMbFe0Sx		

<p>Activity</p>	<p>MMsTSz4ova4kHxEQJ79RYp</p> <ul style="list-style-type: none"> Prepare a working model : On Sustainable development. 		
<p><u>MAY</u></p> <p>Activity:</p>	<p>Lesson -1: The Indian Constitution..</p> <p>On a A-4 size sheet write all the Fundamental Rights of Indian Constitution.</p>		<p>Civics: Students will be able to</p> <ol style="list-style-type: none"> Understand what a Constitution is and why it is necessary. Understand how Constitutions embody certain ideals. Understand the difference between monarchy, dictatorship and democracy. Learn why there is a need for limits on power in a democratic form of government.
<p><u>JULY</u></p> <p>Course Book</p>	<p>Lesson -2: From Trade to Territory : The Company Establishes Power.</p> <p>Lesson- 2: Understanding Secularism.</p> <p>Lesson -2: Land , Soil , Water , Natural Vegetation and Wildlife Resources.</p>	<p><u>HISTORY:</u></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Emergence of New Dynasties: Administration in the Kingdoms: Inscriptions and History: Understanding the connections between political and economic progress is a crucial aspect. <p>ACTIVITY II:</p> <p>2. Earth's Layers Model:</p> <ul style="list-style-type: none"> Create a simple model of the Earth's layers using playdough, clay, or paper. Label the three layers: crust, mantle, and core. 	<p><u>CIVICS:</u> Students will be able to:</p> <p>Health and Its Factors:</p> <ul style="list-style-type: none"> Health . Healthcare facilities . To operate these facilities, we need qualified health workers, nurses, doctors, and necessary medical equipment. Healthcare in India: The Public Healthcare System comprises government-run health centers and hospitals. These facilities cater to a large population across rural and urban areas. At the village Level: Primary Health Centers (PHCs). District Hospitals oversee health centers in their respective districts. Public vs. Private Health Services: Visualizing the Government's Role:
<p>Activity</p>	<p>Activity 1. Debate on Public vs. Private Healthcare:</p> <ul style="list-style-type: none"> Divide the class into two groups: one representing public healthcare and the other representing private healthcare. Each group should prepare arguments supporting their stance. 	<p>ACTIVITY II:</p> <p>2. Earth's Layers Model:</p> <ul style="list-style-type: none"> Create a simple model of the Earth's layers using playdough, clay, or paper. Label the three layers: crust, mantle, and core. 	<p><u>GEOGRAPHY:</u></p> <ol style="list-style-type: none"> Interior of the Earth: Rocks and Minerals: <ol style="list-style-type: none"> Igneous Rocks: Formed from cooling magma (intrusive or extrusive). Sedimentary Rocks: Created from sediments and compacted over time. Metamorphic Rocks: Transformed by heat and pressure. Types of Minerals: Appreciation for Earth's Complexity: <ol style="list-style-type: none"> Develop an awe for the intricate structures, processes, and compositions that shape our planet.

	<ul style="list-style-type: none"> ○ Conduct a debate where students present their viewpoints on which system is more effective in providing healthcare services. 		<p>b) Realize how Earth's internal forces influence its surface features.</p>
<p><u>AUGUST</u></p> <p>Course Book</p>	<p>Lesson- 3: Delhi 12th to 15th Century.</p> <p>Lesson-3: How the State Government Works..</p> <p>Lesson no-3: Our Changing Earth</p>	<p>HISTORY:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the transformation of Delhi into an important capital – • Enumerate the dynasties that formed the Delhi Sultanate – • Outline the strategies of military control and resource mobilisation used by the Delhi Sultans Relate the expansion of an Empire with the places of worship . • Compare and contrast Alauddin Khalji and Muhammad Tughluq's administrative policies. <p>Multimedia:</p> <p>https://www.youtube.com/watch?v=EpvZ5ag9WXw</p> <p>· https://www.youtube.com/watch?v=y10q9wgjWe8</p>	<p>CIVICS:</p> <p>Understand the process of formation of state government. 16</p> <ul style="list-style-type: none"> • Identify the names of Assembly Constituencies in Andhra Pradesh map. • Understand the law-making process. • Understand the functions of state government. • Differentiate between local government and state government. • Explain about the administration in district level. • Know about various organs in the state government and its functions. • Recall who an MLA is and her/his duties . Define terms like 'constituency', 'majority', 'opposition' and 'election' in the context of State Governments . • Explain the process of Legislative Assembly elections . • Comprehend the issues brought up by the MLAs during the Assembly debates.

<p>Project</p> <p>Write a 4 page report on a visit to a monument.</p> <p>1)A visit to a nearby historical monument.</p> <p>2) Housewise MODAL Presentation.</p> <p>a) Formation of OX-BOW Lake.</p> <p>b) Volcanic eruption.</p> <p>c) Sea caves and arches, cliff and Stacks.</p> <p>d) Formation of Mushroom rocks.</p> <p>Activity</p> <p style="text-align: center;">OR</p> <p>Interactive discussion on the role of an MLA and to find out the name of the MLA from the constituency of your area.</p>			<p>GEOGRAPHY:</p> <p>After the completion of this chapter, students will be able to</p> <ul style="list-style-type: none"> • Identify the layers inside the earth. • Understand volcanoes and earthquake. • Identify different types of rocks and rock cycle. • Explain Endogenic and Exogenic forces - Define a volcano, its formation and eruption – • Describe the way an Earthquake is caused and state some Earthquake preparedness measures . • Elaborate on Sustainable Development Goal 13 – Climate Action . • Comprehend the formation of landforms by the actions of rivers, sea waves, ice and wind respectively.
		TERM-II	
MONTH/ BOOK	SYLLABUS	CONCEPTS	
<p><u>SEPTEMBER</u></p> <p>Course Book</p>	<p>Lesson -4: The Mughals. (16th to 17th Century)</p> <p>REVISION AND MID TERM EXAMINATION</p>	<p>Students will be able to: Explain the growth of the Mughal Empire.</p> <ul style="list-style-type: none"> ○ List the Mughal rulers and compare their achievements. ○ Illustrate the development in the field of literature, art and architecture, cultural advancement, justice, the prosperity of the empire, and conquests. ○ Explain the absence of the law of succession and degeneration of the Mughal nobility. ○ List the names of the Mughal rulers and provide some details about each one of them . ○ Elaborate on the Mughals' peaceful relations with other rulers. ○ Describe the administrative policies undertaken by the Mughal rulers and compare them with those of the Delhi Sultans . 	
<p>After EXAM Activity</p>	<p>Plan a visit / vacation to Agra Explore Architecture of Taj Mahal lawns which are based on CHAR-BHAGH theme.</p> <p>Or research on net.</p> <p>Make a project report and submit after DUSSHERA HOLIDAYS.</p>		

		<ul style="list-style-type: none"> ○ Provide a detailed study of emperor Akbar’s policies with special focus on religion . ○ Summarise the decline of the Mughal Empire. 	
OCTOBER Course Book	Lesson-4: Air Lesson-4 : Growing up as Boys and Girls.	CIVICS: To make the Students able to 1) State the meaning of Gender: <ul style="list-style-type: none"> • Explain the role of Stereotyping to discriminate between boys and girls • Analyze about the gender inequalities and their adverse effects. 	Geography: Students will be able to: <ul style="list-style-type: none"> • identify the layers of the atmosphere. • understands the importance of these layers. • explain the Greenhouse effect. •
Activity Multimedia	Model making: Layers of the Earth Atmosphere. https://www.youtube.com/watch?v=2bBhOqgZxuk Videos https://www.youtube.com/watch?v=sX-OgFiqc8Y https://www.youtube.com/watch?v=ujGqiZlarAY	<ul style="list-style-type: none"> • The need of Gender equality in our Society. • Identify the differences in the upbringing of boys and girls. • Learn to realize the importance of housework as well as appreciate and value the homemaker. • Comprehend the troubles encountered by domestic workers on an everyday basis. • Deconstruct the mindset that has categorically managed to label ‘female’ as the ‘weaker’ gender – • Elaborate on Sustainable Development Goal 5 - Gender Equality with special focus on women’s work and equality. 	
NOVEMBER Course Book	Lesson- 5: Tribes, Nomads and Settled Communities. Lesson no -5: Women Change the World. Lesson No-5: Water	Students will be able to: <ul style="list-style-type: none"> • Know about the respective tribes of India and their activities. • Understand the significance of tribes in our country. • Discuss about the life of tribal people during British era. • Explain the policies of the colonial administration towards the tribal communities. 	Students will be able to: <ul style="list-style-type: none"> • Analyze the diversity of gendered experiences and apply feminist approaches to understanding social structures and cultural pressures related to gender inequality. • Assess how women's opportunities and achievements are constrained by systems of oppression and privilege. • Recognize, critically analyze, and choose paths of action for social change.
Activity	Map Work: Each student, on a political map of India mark the following: <ul style="list-style-type: none"> • An area inhabited by Ahoms • An area inhabited by Bhils • An area inhabited by Santhals • An area inhabited by Gond. Pair Activity: You are an interviewer and your partner will become any one personality like	<ul style="list-style-type: none"> • Describe the forms of different tribal societies in the 19th century and their relationship with the environment. • Develop map skills Science integrated Activity: Add some salt to the water .Drop few articles like feather, plastic spoon, a button, a marble, one at a time. Report the procedure again after adding a spoonful of salt .See whether there is any change in buoyancy. Add no more salt and see the change .Notice whether they float when there is more salt in the water	Students will be able to: <ul style="list-style-type: none"> • Describe the differences between streams, rivers and lakes. • Describe the differences between surface and groundwater. • Describe the conventional drinking water treatment process. • Explain the process of Water Cycle . • Discover the way ocean water constantly circulates. • Explain and differentiate between Waves and Tides • Define Ocean Currents . • Give some examples of saving water in our everyday lives.

	Rashundri devi or Rokeya shekhawat Hossain or Pandita ramabai.	. Try to understand what is salinity of the sea water.	
DECEMBER Course Book	Lesson-6: Devotional Paths to the Divine. Lesson -6: Understanding media. Lesson no 6 : Human Environment Interactions ---The Tropical and The Sub-Tropical Regions.	HISTORY: Students will be able to: <ul style="list-style-type: none"> To understand the religious life during the Delhi sultanate period To develop the positive value of unity in diversity. Recall the factors leading to the development of new and varied religious and spiritual ideas and movements. Define the idea and philosophy of Bhakti . Elaborate on the idea of Sufism - trace the new religious developments in North India. 	CIVICS: <ul style="list-style-type: none"> Comprehend the description of Technology and Mass Media, in particular. Interpret the relationship between Media and Money Deduce the role played by Media in a Democracy. Interpret the agenda set by the media houses for the dissemination of information.
Project/ Activity	Group projects: - To do a play on Kabir or Guru Nanak.		GEOGRAPHY: <ul style="list-style-type: none"> Deduce and comprehend life in the tropical and subtropical regions of the world with a focused study on the Amazon and Ganga-Brahmaputra basin respectively. Distinguish between the climatic conditions of Amazon and Ganga-Brahmaputra basin respectively. Give names of some species of plants and animals found exclusively in the two aforementioned regions. Give reasons for the depletion of rainforests in the world . Mark the areas drained by the Amazon and Ganga-Brahmaputra rivers respectively on the world map.
MONTH/ BOOK	SYLLABUS	CONCEPTS	
JANUARY Course Book	Lesson-7: The Making of Regional Cultures. Lesson:7 Markets Around Us. Lesson no -7 : Life in the deserts.	HISTORY: Students will be able to: <ul style="list-style-type: none"> To understand the connection between language and region. To create awareness about the difference between different regions their culture and their traditions 	CIVICS: <ul style="list-style-type: none"> Enumerate the major types of Markets that we see around . State some characteristic features of all types of markets . Give reason why the prices of products differ in weekly market shops and those in malls and complexes – Elaborate on the ‘chain’ of markets and list the various players involved in them Relate the emerging trend of e-markets and online shopping with their own lives Explain the relationship between various types of markets and the idea of equality
Group Discussion	MAP WORK: On a outline Map of India .Mark the following		GEOGRAPHY: <ul style="list-style-type: none"> Define a ‘desert’ .

	<ul style="list-style-type: none"> a) Karakoram Range b) Zaskar Range c) Kargill hill d) Zoi-ji la pass. e) Leh f) Drass g) Siachen glacier. 		<ul style="list-style-type: none"> • State the two kinds of deserts - Hot and Cold - with a detailed study of Sahara desert (Africa) and Ladakh (India). • Distinguish between the two deserts on the basis of - climate, flora and fauna and people's lifestyles.
<p><u>FEBRUARY</u></p> <p>Course Book</p>	<p>LESSON NO :8 Eighteenth Century Political Formation.</p> <p>Lesson no-8: A shirt in the Market.</p>	<ul style="list-style-type: none"> • Recall some factors that led to a decline of the Mughal Empire . • Trace the inception of new and strong political groups in the context of the Mughal Empire's fall . • Infer the change in status of the previously strong Mughal provinces and the Watan Jagirs held by the officials . • Describe how some groups like the Sikhs, Marathas and Jats seized their independence. 	<ol style="list-style-type: none"> 1. A cotton farmer 2. The cloth market of Erode Erode's. 3. These merchants supply 4. Putting-out system For the weavers, 5. On the other side, there are a few disadvantages for the weavers: 6. The market works more in favour of the merchants. 7. They demand the lowest prices from the supplier. 8. The shirt in the International Market. 9. Market and equality .
<p>Activity</p>	<p>Collect a few popular tales about rulers from any of the following :</p> <p>Rajputs Jats Sikhs Marathas. AND share in the class as a role play.</p>		
<p><u>MARCH</u></p> <p>Course Book</p>	<p>Revision and exams.</p>	<p>Students will be assessed on the basis of group discussions and projects done in both the terms</p>	