

LOVE DALE CENTRAL SCHOOL BELAGAVI

SPLIT UP-2020-21

Class 8th

Month/ Working Days	Session / Part	Name of Unit	Required Periods	No. of Periods allotted	Learning outcomes	Activity	Learning outcomes achieved through activity
April / 14 days	HISTORY	1. WHEN, WHERE AND HOW?	5+1=6	14	students *Describe colonialism *Explain the administrative procedures of british	By the 18th century the printing press in India was in full use. Collect information of some prominent newspaper publications in India in the later part of 18th century.	List out the names of old Newspapers both English and Vernacular
	GEOGRAPHY	1. RESOURCES	3+1=4		Students *Classify the resources into natural, human made and human *Apprehend the judicious use of resources *Appreciate sustainable development	1. Think about things in your house and school that use electricity. Can you use less? 2. How can you reduce the use of fuels?	Judicious use of resources

	CIVICS	1. THE INDIAN CONSTITUTION AND SECULARISM	3+1=4		<p>Students</p> <ul style="list-style-type: none"> * Explain the need for parliament * Look at the key features of constitution * Compherend that each of these feature is crucial to the working of democracy in India. <p>Students</p> <ul style="list-style-type: none"> * Taste the essence of Secularism interpret secularism in India context 	<p>1. Read the Preamble to the Constitution of India. 2. Collect information on the various members of the constitution and their social background.</p>	<p>Review the Key features of the constitution</p> <p>Develop the understanding on Secularism in India</p>
MAY /10 days	HISTORY	2.FROM TRADE TO TERRITORY	4+1=5	10	<p>Students</p> <ul style="list-style-type: none"> * Record the coming of East India company <p>India</p> <ul style="list-style-type: none"> * Describe how trade led to battles * evaluate the battles between Indians and the company * Assess the variety of political, economic and diplomatic methods used for expansion of company rule * Review the setting up of new administration 	<p>On an outline map of India , locate places that became part of British empire through Subsidiary Alliance and Doctrine of Lapse.</p>	<p>Assess the variety of political, economic and diplomatic methods used for expansion of company rule</p>
	HISTORY	3.RULING THE COUNTRYSIDE	4+1=5		<p>Students</p> <ul style="list-style-type: none"> * Identify the reasons for the discontent of the villagers towards the British 	<p>Make a chart of some tribal movements that occurred from 1765-1919</p>	<p>Understand and analyze the peasant / tribal uprising which shaped the following revolt of 1857</p>

JUNE / 19 DAYS	GEOGRAPHY	2. LAND SOIL AND WATER NATURAL VEG AND WILDLIFE	4+1=5		students Identify the uses of land ,Soil,Water ,natural and wildlife resources *Formulate the steps to conserve these resources	Map activity : locate different types of soil distribution and forest in India and Wildlife reserves. Celebration of World Wild Life Day - with the theme " Forests And Livelihoods: Sustaining People And Planet"	Location of soil types forest and wildlife reserves . Value and Respect for the Ecosystem.
	CIVICS	2.PARLIAMENT AND THE MAKING OF LAWS	3+1=4		Students *Recognise how parliament enables citizens of India to participate in decision making *Discuss the process of electing representatives to State and central govt	Video clipping on Parliament sessionand Review of students	Significance of the Participation of citizen in decision making
	HISTORY	4. WHEN PEOPLE REBEL 1857 AND AFTER	5+1=6		students *Summerize the rebellion made by the Indians *Refer how the east India company fights back *Sketch the aftermath of the Sepoy Mutiny	Name few Queens who played an important role in the Revolt of 1857	Summerize the rebellion made by the Indians refer how the east India company fights back. Contribution of women in the revolt of 1857
		5. TRIBALS DIKUS AND VISION OF GOLDEN AGE	3+1=4		students *Study the reasons for discontentment of tribals towards the British.	On an outline map of India find out the places where the primitive tribal communitites live in modern India	Relate and compare the economic , social and educatonal condition of those tribes of modern India

JULY / 25 DAYS	Civics	THE JUDICIARY[chapter -5]	5+1=6		Classify the structure and working of the Indian Judiciary. Distinguish between the supreme court , high court and the lower court. Discuss the functions of the subordinate courts.	Collection of clippings from local newspaper on some civil and criminal cases	Understand the difference between civil and criminal cases
	GEOGRAPHY	4. MINERAL AND POWER RESOURCES	5+1=6	12	students *Describe the extraction of minerals *Conclude that non-conventional sources are eco friendly	On an outline map of the world mark the major iron ore , coal and petroleum producing regions. On an outline map of India mark two important places for the following: bauxite, copper, mica , Nuclear power.	Reflect on usefulness of the rich mineral resources and develop ways to conserve mineral resources as well as minimise the use of fossil fuels
		REVISION---PRE MID TERM		13 days			
August/ 22 days	HISTORY	6. COLONIALISM AND THE CITY	5 + 1=6	18	Students find out the changes in cities brought by colonialism	Gather information on the differences and similarities between the planned cities built during the british period and those post independence.	Construct the idea of the splendour of old cities which has gone to obscurity
	GEOGRAPHY	6. AGRICULTURE	5+1=6		Students *Study that Agrigulture is the science of cultivation *refer to the requirements need for farming *Classify the farming *Illustrate the major crops grown in the world	comparing the pictures of old agricultural equipments and new modern equipments. Discuss on Green Revolution	Evaluate the progress in Agriculture

	CIVICS	3. THE JUDICIARY - Understanding Our Criminal Justice system	5+1=6		students *Deliberate the meaning of independent judiciary *Justify the integration of courts in India	presentation by students on "Indian Integrated Judiciary".	Justify the integration of courts in India
September / 24 Days	HISTORY	7.CIVILISING THE NATIVE EDUCATING THE NATION	5+1=6		Students * compare the indigenous education system of India and the education system brought by British	ppt on two kinds of institutions set up by the British government and Indian reformers	Compare and contrast both the approaches of education system that emerged in pre - Independent India
	GEOGRAPHY	INDUSTRIES	5+1=6		students *Define industry as economic activity that is concerned with production of goods, extraction of minerals or the provision of services *Classify industries on the basis of ownership,size and raw material identify the factors affecting location of industries *locate industrial region in World and in India *Recognize the major industries.	Map work- 1. On the outline map of India mark the important industrial centres. 2. On the outline map of the world mark the iron and steel producing areas and cotton textiles producing	Compare the production in Large scale and Small scale industry . Show the place of India's manufacturing industries in the field of global industrial development
			6 + 6=12		Presentation of both the ppt by students group		

October / 15 Days	HISTORY	8. WOMEN CASTE AND REFORM	5+1=6		Students Summarise the social and religious evil prevalent in the 19th century Indian society . Discuss about the struggle against the caste system . Illustrate the role and contributions of educated Indians , women social reformers in doing away with the evil challenges.	Make a Chart Paper - Collect information on the activities of the medieval Bhakti Saints who preached equality of all men along with the leaders of the caste movement in the 19th and 20th century India.	Infer about the struggle against the caste system
	CIVICS	4. SOCIAL JUSTICE AND MARGINALISED	5+1=6		*Compherend the meaning of marginalised *study about the two communities that are considered to be socially marginalised in India. Argue that all citizes possess equal rights that must be respected. *look at how rights are translated into laws to protect groups from continued exploitation *look at the govt efforts to formulate policies to promote the access of these groups development.	Make a presentation regarding the current status and privileges enjoyed by the tribals and the women	Assess the status and privileges of the schedule caste and marginalised women.
November / 20 Days	HISTORY	9 MAKING OF NATIONAL MOVEMENT	6+1=7		Students *Appreciate the growth of Nationalism *Role of Mahatma Gandhi in Freedom struggle.	Video clipping on Non-cooperation movenment and Jallianwala bagh massacre	Appreciate the growth of Nationalism

	GEOGRAPHY	6. HUMAN RESOURCES	6+1=7		<p>Students</p> <ul style="list-style-type: none"> *Justify that people are nation's greatest resource *Study the pattern of population distribution. *recall what is population density *Inspect the factors affecting population distribution *Study the pattern of population change 	<p>survey on population growth in their own locality or area .Find out the age , sex ratio , occupation and literacy level and present it graphically</p>	Analyze that population growth has impact on population density
			6 Days			presentation of the survey	
December /21 Days	HISTORY	15. INDIA AFTER INDEPENDENCE			<p>Students</p> <ul style="list-style-type: none"> *Extrapolate the reasons for division of India *Apprise the constituent assembly *Debate on the formation of states *Treasure the strength of Indians for coping up with difficulties 	<p>make a collage on the five year plans of India from 1947 to 2019</p>	Value the planning of leaders for the development of the country
January /23 Days		ANNUAL DAY AND POP					

		5. PUBLIC FACILITIES			<p>students</p> <p>*Analyze that major role of the govt is to ensure adequate public facilities to every citizen</p> <p>*Aware themselves that it is citizens right to acquire these facilities</p>	<p>Mention few schemes needed to be provided by govt. Discuss their merits and demerits</p>	<p>Awareness to be a responsible citizen</p>
February /22 Days		6. LAW AND SOCIAL JUSTICES			<p>students</p> <p>*Enlist the laws made to protect people from exploitation</p> <p>*Recognize that these laws ensure the unfair practices are kept at minimum</p> <p>markets</p>	<p>Video on Bhopal gas tragedy and review by students</p>	<p>Enlist the laws made to protect people from exploitation</p>