### CCE Calendar of activities
#### 2012-2013
**CLASS VIII  SOCIAL SCIENCE**
**CCC CALENDAR OF ACTIVITIES  
1ST TERM**

<table>
<thead>
<tr>
<th>TOPICS TO BE COVERED</th>
<th>MODE OF ASSESSMENT</th>
<th>COMPETENCIES/SKILLS/ CONCEPTS TO BE ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How, When and Where</em>&lt;br&gt;<em>Resources</em>&lt;br&gt;<em>Indian constitution</em></td>
<td>Debate&lt;br&gt;Group project&lt;br&gt;Slip test</td>
<td>• James Mill classification&lt;br&gt;• Resources &amp; conservation&lt;br&gt;• Content</td>
</tr>
<tr>
<td><em>From trade to Territory.</em>&lt;br&gt;<em>Ruling Countryside.</em>&lt;br&gt;<em>Land, Soil, Water, Natural Vegetation and Wildlife.</em>&lt;br&gt;<em>Understanding Secularism.</em></td>
<td>Map&lt;br&gt;Project&lt;br&gt;Individual activity&lt;br&gt;Drawing&lt;br&gt;Skit</td>
<td>• Expansion of British empire&lt;br&gt;• Different stages of Indigo production&lt;br&gt;• Analysis &amp; Interpretation of table 2.1 (page 10)&lt;br&gt;• Soil profile&lt;br&gt;• Value of Secularism</td>
</tr>
<tr>
<td>Topic</td>
<td>Activity</td>
<td>Notes</td>
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<td>----------------------------------------------------</td>
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<tr>
<td><em>Why do we need Parliament</em></td>
<td>Comparative study</td>
<td>* Lok Sabha &amp; Rajya Sabha</td>
</tr>
<tr>
<td>* Tribals, Dikus and the vision of a golden age</td>
<td>Map</td>
<td>* Major Tribal groups of India</td>
</tr>
<tr>
<td>* Minerals and Power resources.</td>
<td>Project</td>
<td>* Collection of pictures of major tribal groups of India</td>
</tr>
<tr>
<td>* Understanding Laws.</td>
<td>Quiz</td>
<td>* Content</td>
</tr>
<tr>
<td>* When people Rebel – 1857 and after.</td>
<td>Map</td>
<td>* Locate and label different minerals found in the world.*</td>
</tr>
<tr>
<td></td>
<td>Skit</td>
<td>* Story board(domestic violence)</td>
</tr>
<tr>
<td></td>
<td>Role play /Poem</td>
<td>* Leaders of 1857 revolt</td>
</tr>
<tr>
<td><em>Colonialism and the city.</em></td>
<td>Project</td>
<td>* Collection of pictures related to Colonial &amp; Mughal periods</td>
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**REVISION**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade</th>
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<tbody>
<tr>
<td>FA I</td>
<td>10</td>
</tr>
<tr>
<td>FA II</td>
<td>10</td>
</tr>
<tr>
<td>SA I</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>TOPICS TO BE COVERED</td>
<td>II TERM</td>
</tr>
<tr>
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<tr>
<td></td>
<td>MODE OF ASSESSMENT</td>
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</tbody>
</table>
| *Judiciary          | Flow chart Discussion | * Hierarchy of judiciary  
|                     |                     | * Importance of independent judiciary |
| *Weavers, Iron smelters and factory owners.  *Agriculture  
|                      | Project & Viva  
|                      | Project  
|                      | Map  
| *Understanding our criminal Justice system.  
|                      | Skit/Spelling  
| *Civilizing the native, Educating the nation.  
| *Industries         | Debate  
|                     | Map  
|                     |                     | * Collection of pictures of craft works from different states  
|                     |                     | * Collection of samples of grains, pulses, beverage & fibre crops  
|                     |                     | * Distribution of major Crops (world)  
|                     |                     | * Theft case based on Text Book(story board)  
|                     |                     | * Difficult words for spelling test  
|                     |                     | * English education has enslaved us  
<p>|                     |                     | * Distribution of industries |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Understanding Marginalization.</td>
<td>MCQ</td>
<td>* Content (open book)</td>
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<tr>
<td></td>
<td>Surprise test</td>
<td>* Content</td>
</tr>
<tr>
<td>*Women, Caste and Reforms</td>
<td>Role play</td>
<td>* Reformers</td>
</tr>
<tr>
<td>*Changing world of Visual Arts</td>
<td>Power point</td>
<td>* Paintings &amp; photographs related to colonial period</td>
</tr>
<tr>
<td></td>
<td>Presentation (group Activity)</td>
<td></td>
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<tr>
<td>*Making of national movement.</td>
<td>Skit</td>
<td>* Jallianwala bagh massacre and Dandi March</td>
</tr>
<tr>
<td>*Human resources</td>
<td>Collage</td>
<td>* Adverse effects of growing population</td>
</tr>
<tr>
<td>*Confronting Marginalization</td>
<td>Work sheet</td>
<td>* Content</td>
</tr>
<tr>
<td>*India after Independence</td>
<td>Discussion</td>
<td>* India after independence (education, industries &amp; agriculture)</td>
</tr>
<tr>
<td></td>
<td>Map</td>
<td>* French &amp; Portuguese colonies</td>
</tr>
<tr>
<td>*Public facilities</td>
<td>Collage</td>
<td>* Water scarcity in city</td>
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<tr>
<td></td>
<td>Discussion</td>
<td>* Role of citizens in maintaining public facilities</td>
</tr>
<tr>
<td>*Law and Social Justice</td>
<td>Elocution</td>
<td>* What kind of laws do you make to protect environment?</td>
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<thead>
<tr>
<th></th>
<th>FA III</th>
<th>FA IV</th>
<th>SA II</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
<td>10</td>
<td>10</td>
<td>40</td>
<td>60</td>
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PLEASE NOTE:

**Map Items (Summative Assessment)**

**History**
Chapter 2: From trade to territory
   Delhi, Bombay, Madras, Calcutta & Mysore

Chapter 4: Tribals, dikus & vision of golden age
   Khonds, Baigas, Mundas, Banjars

Chapter 5: When people rebel – 1857 & after
   Jhansi, Awadh, Kanpur, Lucknow, Meerat, Barrackpore, Rai Barely

Chapter 11: The making of National Movement (1870 – 1947)
   Amritsar, Dandi, Surat, Poona, Bombay, Calcutta

Chapter 12: India after independence
   Princely states (Junagadh, J & K, Hyderabad)
   Portuguese colony (Goa, Diu, Daman, Dadra & Nagar Haveli)
   French colonies (Pondichery, Karaikal, Yanam, Mahe, Chandranagore)

**Geography**

Chapter 3: Mineral & Power resources
   World Map Major coal field, mineral oil deposits, iron, bauxite & copper deposits

Chapter 4: Agriculture
   World Map Distribution of rice, wheat, cotton, jute, coffee, tea

Chapter 5: Industries
   Iron & steel plants, cotton textile manufacturing regions.