

VISION

‘Plant a passion for learning, and prepare them for life.’

MISSION

- The Social Studies curriculum aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.
- The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of India and the world and to participate in the democratic process to improve society



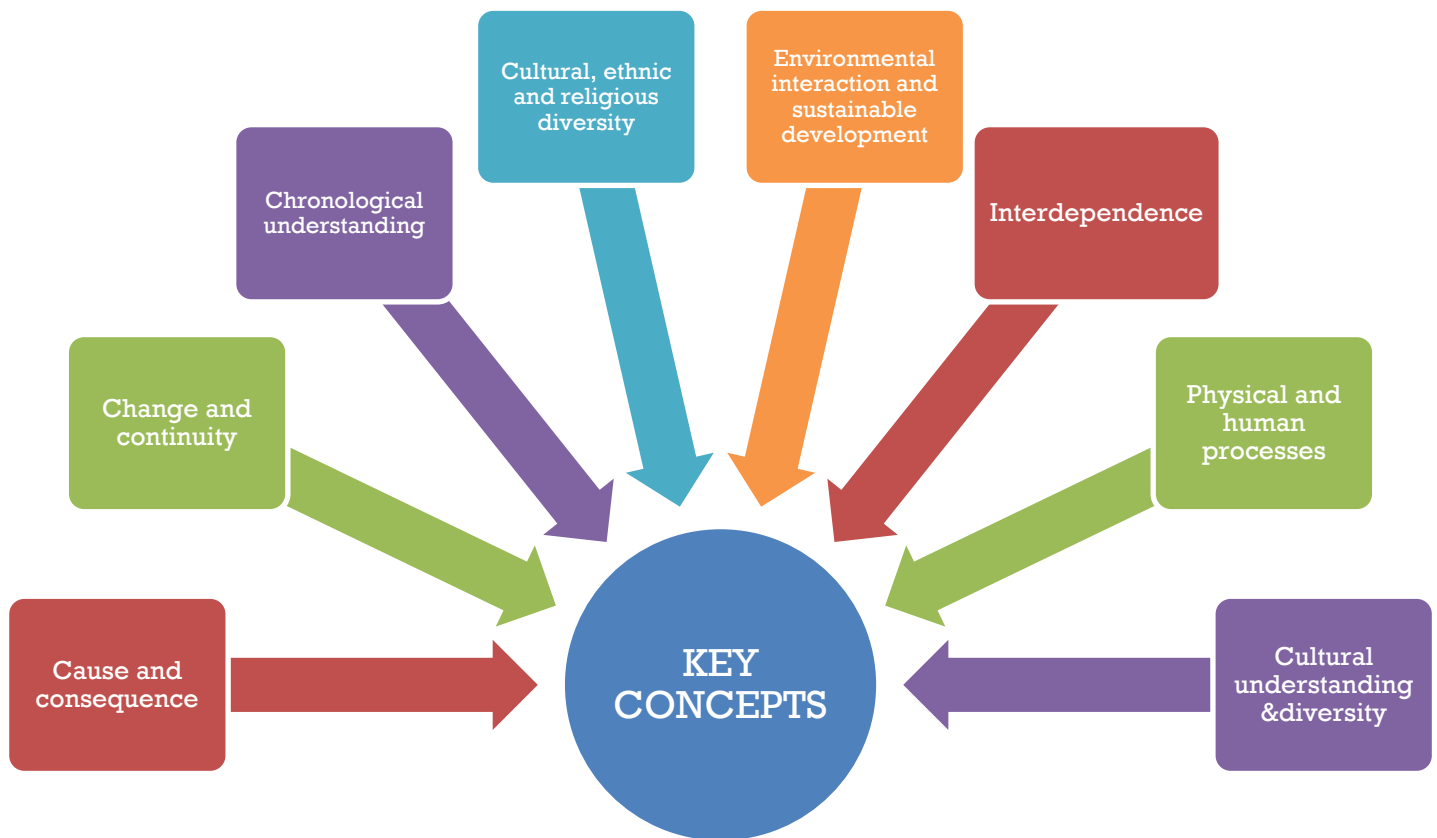
IMPORTANCE OF SOCIAL SCIENCE

- For the young generation of today, to grow up to become humane, it is important that the generation is exposed to different societies. It is necessary to show them differences in the lifestyles that people around the world have.
- Today's generation needs to be exposed to various social aspects of mankind and made to understand the different aspects of social behavior.
- It is necessary to make these children realize their duty towards society. Teaching them social studies can serve this purpose.
- Social studies aim at creating educated individuals who can grow up to be responsible citizens of their nation.
- The study of social studies intends to build creative, caring and courteous human beings out of children.

- Teaching our children social studies increases the possibility of their becoming knowledgeable individuals.
- Teaching them social studies increases their chances that they will adhere to ethical and moral values in their life.
- The study of social sciences is necessary, if we want a brighter future for our society.



KEY CONCEPTS



Chronological understanding:

This is essential in constructing historical narratives and explanations. It involves using precise dates to establish sequences of events in an enquiry, using chronological terms and vocabulary (eg century, decade, BC and AD) and knowing the names and key features of periods studied. Understanding of periods should develop into a chronological framework describing the characteristic features of past societies and periods. Pupils should identify changes within and across periods, making links between them .

Cultural, ethnic and religious diversity:

Pupils should explore cultural, ethnic and religious diversity and racial equality. Diversity exists within and between groups due to cultural, ethnic, regional, linguistic, social, economic, technological, political and religious differences. Cultural understanding should be developed through the range of groups and individuals investigated, for example minorities and majorities, European and non-European. People and societies involved in the same historical event may have different experiences and views and may develop a variety of stories, versions, opinions and interpretations of that event.

Change and continuity:

Understanding of change and continuity is closely linked to a sense of period and an understanding of overarching themes and issues. Pupils should analyse the extent and pace of change, whether the change amounted to progress and if so for whom.

Cause and consequence:

This includes identifying and assessing the relative importance of different factors and making explanatory links between causes and effects, considering the relationship between causal arguments, evidence and interpretations.

Interdependence:

Pupils should understand how human action in one place has consequences somewhere else, for example when deforestation causes flooding, or the enlargement of the European Union causes large-scale migration.

Physical and human processes:

These processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.

Environmental interaction and sustainable development:

Understanding the dynamic interrelationship between the physical and human worlds involves appreciating the possible tensions between economic prosperity, social fairness (who gets what, where and why), and environmental quality (conserving resources and landscapes and preventing environmental damage). The interaction of these factors provides the basis for geographical study of the environment and understanding of sustainable development.

Cultural understanding and diversity:

Considering how people and places are represented in different ways involves questions such as: Who am I? Where do I come from? Who is my family? Who are the people around me? Where do they come from? What is our story? This contributes to pupils' understanding of diversity and social cohesion.



Learning Indicators for Social Science

Historical enquiry

Pupils should be able to:

- a) identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses
- b) reflect critically on historical questions or issues.

Graphicacy and visual literacy

Pupils should be able to:

- a) communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.

Communicating about the past

Pupils should be able to:

- a) present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary

Geographical enquiry

Pupils should be able to:

- a) ask geographical questions, thinking critically, constructively and creatively
- b) analyse and evaluate evidence, presenting findings to draw and justify conclusions
- c) find creative ways of using and applying geographical skills

Using evidence

Pupils should be able to:

- a) identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
- b) evaluate the sources used in order to reach reasoned conclusions

Civic responsibility

Pupils should be able to:

- a) Identify and explain the rights and responsibilities of individual citizens in a local, national, and global context
- b) Compare and contrast various forms of diversity in their everyday environments

Students learn better when:



Effective social studies instruction in middle schools must be appropriate to the social-emotional needs as well as intellectual characteristics of adolescents. The role of the middle level teacher is vital in making any instructional program meaningful and the instructional practices the teacher selects are as important as content selections.

Further, the setting and climate within which meaningful social studies instruction takes place must provide a flexible but secure environment that fosters exploration, creativity, inquiry, and intellectual challenge. As a forum for democratic deliberation and action, the middle school classroom should enhance self-esteem and individual identity, be guided by the highest ethical considerations, show concern for others, and incorporate a global perspective.



RANGE AND CONTENT

HISTORY

GEOGRAPHY

CIVICS

GRADE: VI

S. NO.	SUBJECT/TEXT	FIRST TERM (APRIL- OCTOBER)	SECOND TERM (NOVEMBER- MARCH)
	<p>SOCIAL SCIENCE</p> <p>(HISTORY, GEOGRAPHY, SOCIAL AND POLITICAL LIFE)</p> <p>-RATNA SAGAR</p>	<p><u>HISTORY</u></p> <p>STUDYING THE PAST</p> <p>THE FIRST CITIES</p> <p><u>GEOGRAPHY</u></p> <p>INDIA-LOCATION AND POLITICAL DIVISIONS</p> <p>MOTIONS OF THE EARTH</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>ALL HUMAN BEINGS ARE EQUAL</p> <p>FORMS OF GOVERNMENT</p> <p>UNITY IN DIVERSITY (SELF STUDY)</p> <p>HALF YEARLY</p>	<p><u>HISTORY</u></p> <p>THE FIRST EMPIRE-THE MAURYAS</p> <p>THE GUPTA AND THE POST – GUPTA PERIOD</p> <p><u>GEOGRAPHY</u></p> <p>LATITUDES AND LONGITUDES</p> <p>MAJOR LANDFORMS OF THE EARTH (SELF STUDY)</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>PANCHAYAYATI RAJ SYSTEM</p> <p>LOCAL SELF GOVERNMENT IN URBAN AREAS</p> <p>FINAL TERM</p>

GRADE: VII

S. NO.	SUBJECT/TEXT	FIRST TERM (APRIL- OCTOBER)	SECOND TERM (NOVEMBER- MARCH)
	<p>SOCIAL SCIENCE</p> <p>(HISTORY, GEOGRAPHY, SOCIAL AND POLITICAL LIFE)</p> <p>-RATNA SAGAR</p>	<p><u>HISTORY</u></p> <p>THE SULTANATE PERIOD</p> <p>THE GREAT MUGHALS</p> <p><u>GEOGRAPHY</u></p> <p>OUR ENVIRONMENT</p> <p>ATMOSPHERE- STRUCTURE OF THE ATMOSPHERE</p> <p>MAJOR LANDFORMS</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>ADVERTISING</p> <p>DEMOCRACY</p> <p>MEDIA AND DEMOCRACY- (Project work only)</p> <p>HALF YEARLY</p>	<p><u>HISTORY</u></p> <p>MONUMENTAL ARCHITECTURE</p> <p>POLITICAL FORMATIONS IN THE 18TH CENTURY</p> <p><u>GEOGRAPHY</u></p> <p>WEATHER & CLIMATE</p> <p>WATER</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>STATE GOVERNMENT</p> <p>MARKETS AROUND US (SELF STUDY)</p> <p>ROLE OF GENDER (Project work only)</p> <p>FINAL TERM</p>

GRADE: VIII

S. NO.	SUBJECT/TEXT	FIRST TERM (APRIL- OCTOBER)	SECOND TERM (NOVEMBER- MARCH)
	<p>SOCIAL SCIENCE</p> <p>(HISTORY, GEOGRAPHY, SOCIAL AND POLITICAL LIFE)</p> <p>-RATNA SAGAR</p>	<p><u>HISTORY</u></p> <p>THE EXPANSION OF BRITISH POWER</p> <p>REFORMS IN THE INDIAN SOCIETY-(Project work only)</p> <p>THE GREAT UPRISING</p> <p><u>GEOGRAPHY</u></p> <p>RESOURCES</p> <p>MINERAL AND POWER RESOURCES</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>IDEALS OF OUR CONSTITUTION</p> <p>THE PARLIAMENTARY SYSTEM</p> <p>HALF YEARLY</p>	<p><u>HISTORY</u></p> <p>THE NATIONAL MOVEMENT – FIRST PHASE</p> <p>THE NATIONAL MOVEMENT – SECOND PHASE</p> <p>INDIA AFTER INDEPENDENCE</p> <p><u>GEOGRAPHY</u></p> <p>AGRICULTURE-SELF STUDY</p> <p>MANUFACTURING INDUSTRIES</p> <p>POPULATION A BOONOR CURSE-(For Project work only)</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>JUDICIARY</p> <p>MARGINALIZATION AND SOCIAL JUSTICE</p> <p>FINAL TERM</p>

Extended Learning Activities Lesson-wise (Grade-6)

HISTORY: STUDYING THE PAST

- Prepare a timeline of the United Arab Emirates from 1971 to till date based on their innovations.
- Collect information about the Father of History.
- Explain the term Decipherment. Collect more information about it.

HISTORY: THE FIRST CITIES

- Compare the modern day city planning with Harappan city planning taking into consideration the following points:-
Sanitation b. Architectural Design c. Roads
- Make a collage on Harappan cities and seals.
- Relate yourself with the ancestors of the Indus valley civilization. How would you have done the trading?
- You are living in one of the cities of the Harappan civilization. How would you design some pictographic signs/symbols in the Harappan script to represent various things of nature.

CIVICS: ALL HUMAN BEINGS ARE EQUAL

- Group Activity:- Prepare the Constitution of your class. What are the things you should keep in mind while preparing the Constitution.
- What steps can be taken to remove all forms of discrimination from today's society?
- Collect newspaper clippings where stories have appeared about people who have been discriminated against on any issue.

GEOGRAPHY: INDIA-LOCATION AND POLITICAL DIVISIONS

- On an outline map of India mark the following:-
29 states, seven union territories, draw the important parallel which passes through India, water bodies and neighbouring countries.
- Stick pictures and collect information about the national emblem, national bird, animal and tree.

CIVICS : FORMS OF GOVERNMENT

- Mention the values reflected by the following:-

Democracy
Universal Adult franchise
Constitution of India.

- Imagine you are the education minister of the country India. You are told to make some laws regarding the education of girls. What amendment would you suggest in the prevailing laws.
- Compare and contrast the government of India with the UAE.

GEOGRAPHY : MOTIONS OF THE EARTH

- Find out: The earth is at its greatest distance from the sun in the month of July, while in January it is nearest to the sun. So according to the rule book July should be cold and January should be hot, but it is not so, why?
- In 2012 the month of February was of 29 days. Now explain the following:-
 - a. What is this year called?
 - b. Why does this month have 29 days?
 - c. Name 3 leap years in the next 12 years.

GEOGRAPHY: LATITUDES AND LONGITUDES

- A cricket match begins at 10.30 am in New Zealand. Find out the time in Greenwich when it is shown live on Television there.
- A rocket is launched from Vishakhapatnam, India at GMT (Greenwich Mean Time) 1.30 hours on October 1. Calculate the local time at that place of launch.
- On an outline map of India with grid locate and label
 - a. Tropic of cancer
 - b. Indian standard meridian (82degree E)
 - c. Four metropolitan cities- Delhi, Mumbai, Kolkata and Chennai. Find their lines of latitude and longitude from the Atlas and plot them on the map.

CIVICS: PANCHAYATI RAJ SYSTEM

- Group Discussions:- Divide the class into groups and hold a discussion on the following topics:-
 - a. Composition and size of Gram Panchayat varies from village to village
 - b. The life in a village is better or in a city.
- Make a table showing the different levels of working of the Panchayati Raj system and the concerned officers/ elected representatives at each level. Clearly defining their roles and responsibilities.

CIVICS: LOCAL SELF GOVERNMENT IN URBAN AREAS

- Discussion:- District collector is in charge of the district administration. Suppose you become a district collector, what steps will you take to improve the law and order in your district.

HISTORY: THE FIRST EMPIRE-THE MAURYAS

- The procedure of counting the population is called Census. Find out how did the Mauryans carry out the first census.
- Ashoka took many welfare measures for his subjects like planting trees and building hospitals. Is there any relevance of medicinal plants like Tulsi and Neem in the modern day medicine? Suggest some house hold remedies for some common diseases.
- You are one of the soldiers fighting the Kalinga war. How would you have reacted after witnessing the plight of thousands of people who died or were injured in that battle.
- Compare and contrast between a script and a language. (Draw a Venn diagram)

HISTORY: THE GUPTA AND THE POST –GUPTA PERIOD

- Research work:- Do a project or make a presentation on Hiuen-Tsang, the Chinese traveler who visited the court of Harsha. On an outline map of Asia, mark the route which he took to reach India.
- The Gupta rulers and Harsha were great patrons of art and learning. Like them everyone has some or the other interest in life.

Extended Learning Activities Lesson-wise (Grade-7)

History: THE SULTANATE PERIOD

- Firoz Shah Tughlag founded a number of towns. Research on any one town highlighting the purpose, location and its present state. You can also paste pictures of that town as it survives today. You can surf the following sites to make your project interesting.

<http://en.wikipedia.org/wiki/Firoxabad>
<http://www.varanasicity.com/jaunpur.html>

Geography: OUR ENVIRONMENT- STRUCTURE OF THE ATMOSPHERE

- Prepare a list of animals that are in danger of becoming or already extinct. Find pictures of some of these animals and paste them in your portfolio.
www.sciencechannel.com/creatures/10-extinct-species.htm
<http://www.popularmechanics.com/science/environment/recently-extinct-animals-list-470209#slide-1>
- Happenings in the different layers of atmosphere. (Textbk page -44)
<http://www.srh.noaa.gov/jetstream/atmos/layers.htm>

Civics: DEMOCRACY

- Do a research on the neighbouring countries of India. You can include the following points to make your research interesting.
*Geographical location * Capital *present form of government
*Head of the government *Recent political development in the country.
<https://www.youtube.com/watch?v=u6jgWxkbR7A->

History: THE GREAT MUGHALS

- Imagine you are a journalist in Delhi, writing for a medieval newspaper. It is 28th Oct 1605 and Emperor Akbar has died yesterday. Write a report in the paper describing the emperor's life and his death. (Textbk pg 58)

Civics: MEDIA AND DEMOCRACY-PROJECT

- Each group to make a chart in the given period of time and present it to the others.

Topics:

- What and Why of Democracy?
- Role of Media in Democracy

- Objectives of Media
- Social Responsibility
- Basic ethical principles media.

History: MONUMENTAL ARCHITECTURE

- Choose any one medieval-era monument which is also a Worlds Heritage Site. Prepare a brief project on that monument in your activity book. (Refer page 75 in the history textbook)
https://www.youtube.com/watch?v=Q26GIP_pzBk

Civics: STATE GOVERNMENT

- Complete the flow chart on the procedure of elections given in the textbook.
- List the states having unicameral and bicameral legislatures
- Compare and contrast the powers and functions of the Governor and the Chief Minister.
- Identify your state on the political map of India. Write the names and stick pictures of your Governor/ Administrator, Chief Minister and MLA

Geography: STUDY BETWEEN TROPICAL, TEMPERATE & DESERT CLIMATE – PROJECT

- Compare the climate, flora and fauna and economic activities of tropical, temperate and desert regions of the world.
- Physical map of world and India

Geography: WEATHER & CLIMATE

- On an outline map of the world, mark and label the following.
 - Directions of Trade winds, Monsoons and Westerlies
 - Torrid Zone
 - Winds-Chinook, Harmattan, Foehn

History: POLITICAL FORMATIONS IN THE 18TH CENTURY

- Outline map of India. (Textbook page 124)
- Imagine you are the court chronicler of Tipu Sultan. He has asked you to chronicle the main events of his father's (Haider Ali) reign. Make a scroll for the same.

Geography: MAJOR LANDFORMS

- Research on the features or landforms created by the work of a glacier.

- Watch the below video on the work of the wind and identify the features.
<https://www.youtube.com/watch?v=kkwb0QiGfXg->
<https://www.youtube.com/watch?v=j7hrjz8IWwk>

Civics-ADVERTISING

- Make an imaginary product of your own and create an innovative advertisement giving a catchy punch line.

Geography: WATER

- Carry out an experiment to learn about the water cycle. (Textbook Pg 68) Observe how the water cycle works and write down your observations.
- Outline map of the world mark and label the different currents

Civics: ROLE OF GENDER

- Design a poster highlighting the importance of equality among men and women. Give a catchy slogan.

Extended Learning Activities Lesson-wise (Grade-8)

History: The Expansion of British Empire

- On a political map of the world, mark and label all the important European countries which came to trade with India.
- On a political map of India, locate the places where the factories of European countries were located.

Geography: Resources

- Make a list of things that you see in your home and at school. Classify them into natural and human made resources.
- Design a poster for the school display board to spread awareness on the need to conserve our natural resources.

<https://www.youtube.com/watch?v=4ltCXo9N29M>

Civics: Ideals Of Our Constitution

- As we have read in this chapter some features of the Constitution, Locate the countries from which the various features of our Constitution are adopted on the political map of the world.

History: The Great Uprising

- The year is 1857. You are a leading painter of Delhi. You have been approached by the sepoys. Design a poster highlighting the grievances, aims and aspirations of the sepoys in particular and the Indians in general.

<https://www.youtube.com/watch?v=5bdMD-aiEUY>

- Let us look at the Revolt of 1857 as POPBEANS. Fill in the blanks.

P- Participants- Indian sepoys, Mughal emperor, Rulers like Lakshmi Bai, Nana Sahib, Begum Hazrat Mahal, Khan Bahadur Khan, Zamindars like Kunwar Singh, Peasants.

O- Objective _____

P- Places _____

B- Brand- Introduction of Enfield Rifles.

E- Emotions _____

A- Activities _____

N- Nature- Sepoy Mutiny, First War of Independence, Peasant Uprising

S- Significance _____

History: Reforms in Indian Society-Project

Choose any reformer from the lesson. Make a project on that reformer and his/her reforms. You can include the following points to make it more interesting.

- Family background of the reformer.
- His/her education. (paste a photograph of the reformer)
- Social evils that were prevalent during that time.
- The reformer's contribution in eradicating those social evils.
- Attitude of the British towards those social evils.

Geography: Mineral And Power Resource

- Make a table on distribution of metallic and non-metallic minerals in India.
- Mark two important states for each where these minerals are found on the outline map of India.
- On the outline map of the world mark and label the distribution of minerals.

<https://www.youtube.com/watch?v=3q1QtZepCzg>

https://www.youtube.com/watch?v=vUY9_8oQ3cY

Civics: The Parliamentary System

- Make a list of Presidents and Prime Ministers of India since we got independence to till date. Also stick the pictures of the same.
- Study any country which was under dictatorship. With the help of encyclopedias and the internet find out the name of the country, how he/she rose to power,

decisions taken by him/her. How did his/her decisions influence the life of common people and how did the dictatorship come to an end.

<https://www.youtube.com/watch?v=79gMC4LXhIY>

History: The National Movement –First Phase

- **Group Work:-**Compose a poem, nationalist in spirit to motivate the people of our nation to fight against the social evils still prevailing in independent India like dowry, bribery, corruption, violence, terrorism, unemployment and price hike (can choose any one topic).

Geography: Human Resources

- Group discussion: Population – A boon or curse

Geography: Agriculture

- Horticulture, pisciculture, sericulture, viticulture and floriculture are the different forms of agriculture. Select any one of these forms of agriculture and do the research work using the following points:
 - Background of this agriculture
 - The areas where it is practiced
 - The crops grown
 - The technology applied
 - Its popularity in national and international markets.

Civics- Judiciary

- **Individual Activity-** Make a flow chart titled the hierarchical structure of judiciary of India. On top paste the picture of Supreme Court and the Chief Justice of India, next paste the pictures of the High Court of your State in the next level name the places where the District and Metropolitan Courts are situated.
- **Class discussion on the topic:** Lawyers wear black and white uniforms. Why do you think such colors were chosen for their uniform?

History: The National Movement –Second Phase

- Mark the places on the outline Map of India with the given clues.
- Draw a timeline highlighting the important events of the Indian National movement from 1919 to 1947.
- Stick the pictures of important leaders under three different categories i.e., Moderates, Radicals or Revolutionaries.

Geography: Manufacturing Industries

- Collect information about the various IT industries of India such as its name, location, location of its parent company (in case of a multinational company), name of its owner and the salient feature of the company.

On the basis of the gathered information prepare a Power Point Presentation and present in the class.

History: India after Independence

- Make a collage on India's journey from 1948 to 2014. You can choose any one of the following themes and then draw comparisons by pasting relevant photographs, maps and sketches.

- Cities like Delhi, Kolkata, Mumbai,
- Clothes
- Transport
- Educational system
- Postage

<https://prezi.com/hocwilhnyzcg/india-after-independence/>

Civics: Marginalization and Social Justice-Self Study

- Collect relevant pictures from the newspapers and magazines and make a collage on the issue of marginalization. Use a catchy slogan to spread your message and promote sensitivity.

<https://www.youtube.com/watch?v=gD5wnCrs3vo->

Curriculum Extension (Additional activities)

- Group work (Collaboration)
- PowerPoint by children (Flipped Classroom)
- Technology Assisted study
- Role Play
- Research based projects
- Poster making
- Individual/Independent study
- Earth Day activities
- UN Day- Assembly organized by the social studies department
- Class assemblies related to important dates and events of historical importance
- UAE National Day
- Virtual Tour
- Clay Models/Chart Making
- SST Week-Interdisciplinary link



ONLINE APP

- Pear Deck
- MindMeister
- Socrative
- Kahoot.it
- Nearpod
- Quiziz.com
- Padlet
- Microsoft forms

