

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

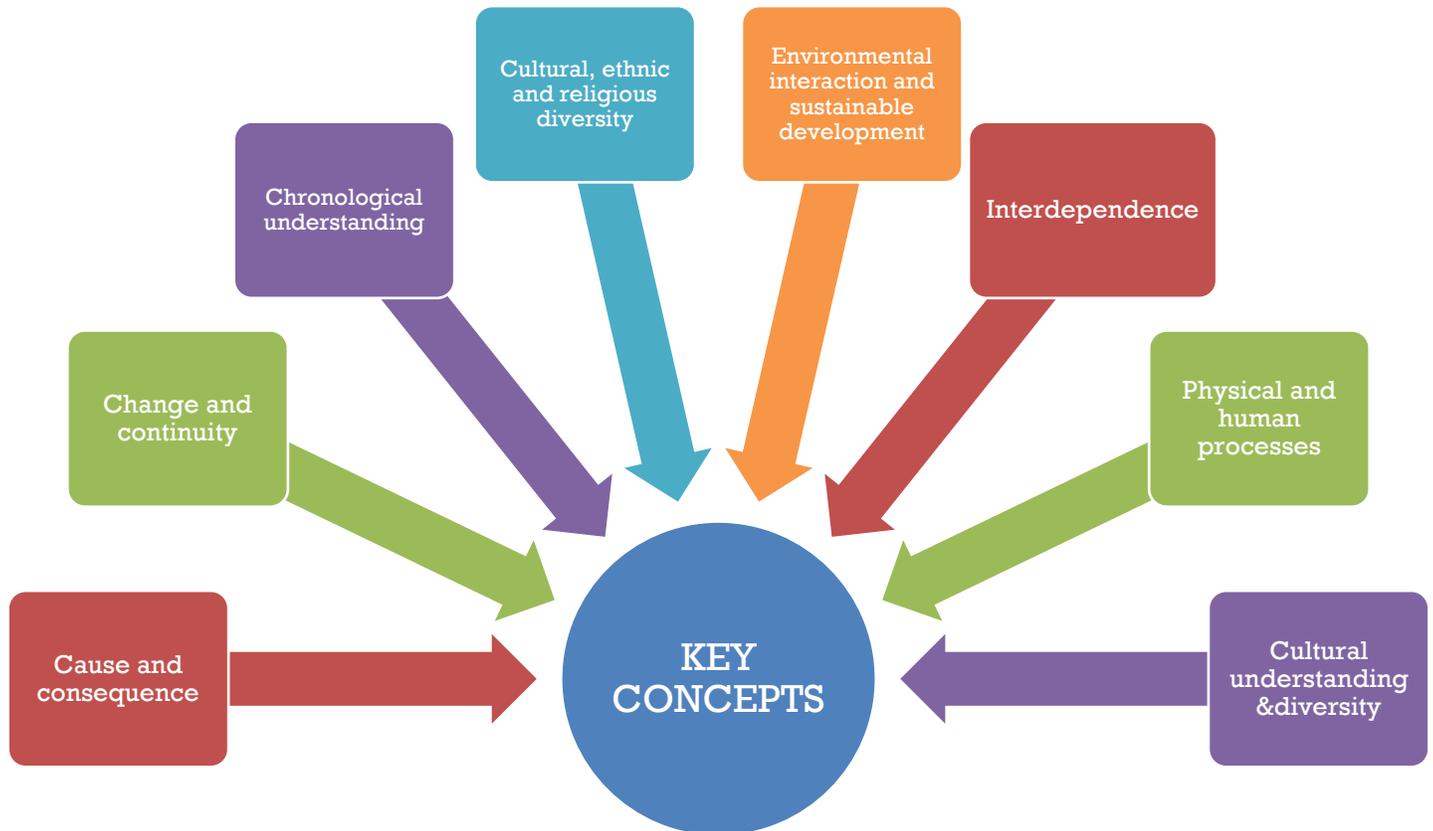


IMPORTANCE OF SOCIAL SCIENCE

- 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>MY WONDERFUL BOOK OF SOCIAL SCIENCE</p> <p>(HISTORY, GEOGRAPHY, SOCIAL AND POLITICAL LIFE)</p> <p>-CORDOVA PUBLICATIONS</p>	<p><u>HISTORY</u></p> <p>AN APPROACH TOWARDS THE PAST</p> <p>THE STONE AGE AND EARLIEST SOCIETIES</p> <p><u>GEOGRAPHY</u></p> <p>GLOBE-LATITUDES AND LONGITUDES</p> <p>INDIA-LOCATION, POLITICAL AND PHYSICAL DIVISIONS</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>TYPES OF GOVERNMENT</p> <p>HALF YEARLY</p>	<p><u>HISTORY</u></p> <p>THE FIRST EMPIRE AND ASHOKA.</p> <p><u>GEOGRAPHY</u></p> <p>MOTIONS OF THE EARTH</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>PANCHAYAYATI RAJ SYSTEM</p> <p>URBAN ADMINISTRATION</p> <p>FINAL TERM</p>

GRADE: VII

S. NO.	SUBJECT/TEXT	FIRST TERM (APRIL- OCTOBER)	SECOND TERM (NOVEMBER- MARCH)
	<p>MY WONDERFUL BOOK OF SOCIAL SCIENCE</p> <p>(HISTORY, GEOGRAPHY, SOCIAL AND POLITICAL LIFE)</p> <p>-CORDOVA PUBLICATIONS</p>	<p><u>HISTORY</u></p> <p>THE DELHI SULTANATE (1206-15260)</p> <p>THE MUGHAL EMPIRE</p> <p><u>GEOGRAPHY</u></p> <p>OUR ENVIRONMENT</p> <p>AIR - COMPOSITION AND STRUCTURE</p> <p>MAJOR LANDFORMS (SELF STUDY)</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>ADVERTISING</p> <p>EQUALITY IN INDIA</p> <p>DEMOCRACY</p> <p>THE ROLE OF THE MEDIA IN DEMOCRACY (Project work only)</p> <p>HALF YEARLY</p>	<p><u>HISTORY</u></p> <p>MEDIEVAL ARCHITECTURE</p> <p>POLITICAL FORMATIONS DURING THE EIGHTEENTH CENTURY</p> <p><u>GEOGRAPHY</u></p> <p>WEATHER & CLIMATE</p> <p>WATER AND ITS CIRCULATION</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>STATE GOVERNMENT</p> <p>MARKETS AROUND US (SELF STUDY)</p> <p>GENDER ISSUES (Project work only)</p> <p>FINAL TERM</p>

GRADE: VIII

S. NO.	SUBJECT/TEXT	FIRST TERM (APRIL- OCTOBER)	SECOND TERM (NOVEMBER- MARCH)
	<p>MY WONDERFUL BOOK OF SOCIAL SCIENCE</p> <p>Integrated (HISTORY, GEOGRAPHY, SOCIAL AND POLITICAL LIFE)</p> <p>-CORDOVA PUBLICATIONS</p>	<p><u>HISTORY</u></p> <p>Colonization of India (from trade to Territory)</p> <p>The Uprising of 1857</p> <p><u>GEOGRAPHY</u></p> <p>An introduction to Resources</p> <p>Natural Resources-Land, Soil and Water</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>The Constitution of India- Fundamental Rights and Duties, Directive Principles of the state policy (Self Study)</p> <p>Understanding and Tackling Marginalization – (Subject Enrichment Activity)</p> <p>HALF YEARLY</p>	<p><u>HISTORY</u></p> <p>Rise of Indian Nationalism</p> <p>The March to Freedom (1919-1947)</p> <p>India after Independence</p> <p><u>GEOGRAPHY</u></p> <p>Mineral And Power Resources (Self Study)</p> <p>Agriculture-Farming and its types</p> <p><u>SOCIAL AND POLITICAL LIFE</u></p> <p>The need of a parliament</p> <p>The Indian Judiciary</p> <p>Manufacturing Industries</p> <p>FINAL TERM</p>

Extended Learning Activities Lesson-wise (Grade-6)

HISTORY: AN APPROACH TOWARDS 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.

THE STONE AGE AND EARLIEST SOCIETIES

- On a map of India, mark the important stone age sites
- Prepare a travel brochure that is designed to attract tourists to visit some prehistoric sites.
- Picture Reading-(Stone Age Settlement)
- Describe the scene – The kinds of houses, the clothing and other activities and tools.

GEOGRAPHY: INDIA-LOCATION AND POLITICAL DIVISIONS (SEA)

- 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 : WHAT IS 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: GLOBE-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 define their roles and responsibilities.

CIVICS: URBAN ADMINISTRATION

- 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 AND ASHOKA

- The procedure of counting the population is called Census. Find out how did the Mauryans carried 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 modern-day medicine? Suggest some household 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)

Extended Learning Activities Lesson-wise (Grade-7)

History: THE DELHI SULTANATE (1206-1526)

- Draw a flow chart of the rulers of five dynasties in 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.
- **Timeline** - 'Rulers of Sultanate Period'.

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.
- SDG Goal-13, Climate Action-(Activity-Write an article on Recycling Facts)-(Earth Day Activity)
- Mind-map 'The atmospheric layers of the earth'.
- Make a flow chart – 'Layers of the Earth'.
- Mind map the reasons for environmental pollution. Suggest measures to reduce environmental pollution.
- 'Save the Environment' is not just a slogan but an effort that needs the involvement of everyone. How can you as a student save the environment? (SDG Goal 14 –Life below water, 15-Life on land)

Civics: EQUALITY IN INDIAN 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.
- Make a mind map on the various provisions that have been made in the Indian constitution to ensure equality in Indian democracy.
- Design a logo/ badge to promote gender equality. (SDG Goal #5- Gender Equality)

History: THE MUGHAL EMPIRE

- SDG GOAL-8, Decent Life and Economic Growth-(Activity-Digital Information card of Akbar)
- Countries around the globe are signing agreements for partnerships for the achievement of the Sustainable Development goals today & the partnership agreements have proven successful. How did Akbar's Rajput policy contribute towards the expansion & consolidation of his empire in the 16th century?

- Draw a fact file considering the date, venue, opponents, cause and consequences of the First Battle of Panipat.

Civics: MEDIA AND DEMOCRACY-PROJECT

- Make a PowerPoint presentation on any of the following topics.
 1. Pros and Cons of television
 2. Local Media
 3. Freedom of press

History: MEDIEVAL ARCHITECTURE

- SDG Goal-9, Industry, Innovation and Infrastructure -
(Activity- Compare and contrast between the monuments of Sultanate and Mughals with the help of Venn Diagram)
 - Mind map the topic 'Monumental Architecture'.
 - Make a flow chart on the topic 'Sultanate Architecture'.
 - Choose any one medieval-era monument which is also a World's Heritage Site. Prepare an information page on that monument with facts and pictures. (Goal 11: Sustainable cities and communities - The Global Goals. Make cities and human settlements inclusive, safe, resilient and sustainable)

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
- Names six cabinet ministers of the UAE along with their portfolios.
- Compare and contrast 'Legislative Assembly and Legislative Council' with the help of Venn diagram.

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
- 'Water is essential for our life, and there is no life without water on earth.'
How can you contribute as a student to conserve water? (SDG Goal 6-Clean Water and Sanitation) (Real Life Application)

History: POLITICAL FORMATIONS DURING THE EIGHTEENTH CENTURY

- SDG Goal-16, Peace, Justice and Strong Institutions - (Activity-Comic strip on Ashtapradhan)
- If you become a ruler of a kingdom, which post would you like to add from the ashtapradhan to your Council of ministers? Why?

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.

Civics-ADVERTISING

- Make an imaginary product of your own and create an innovative advertisement giving a catchy punch line.
- Imagine you are given a responsibility to evaluate an advertisement. State the criteria that you would choose for your evaluation. Make a flow chart.
- Design an advertisement (by hand/digitally) with an attractive slogan highlighting the importance of any one of the below goals.
- (SDG Goal 14 –Quality Education, 5-Gender Equality)

Geography: WATER

- Goal-14-Life Below Water-(Poster making, Slogan writing on Water Conservation)
- 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: Colonization of India (from trade to Territory)

- 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: An introduction to Resources; Natural Resources-Land, Soil and Water

- Prepare a flow chart of Natural Resources and its classification.
- Make a digital Information card on Water Conservation. (SDG # 6- Clean water and Sanitation)
- The UAE Government wants to ensure sustainable development while preserving the environment. What are the initiatives taken by the UAE government to conserve the environment? (Real-life Application)

Civics: The Constitution of India

- The Constitution of India-Fundamental Rights and Duties, Directive Principles of the state policy (Self Study)
- Conducted Activities related to International Day of Fraternity.

History: The Uprising of 1857

Map work: On the political map of India, label and locate the following places.

- The place where the Revolt of 1857 started.
 - The Nizam of this state didn't support the Revolt of 1857.
 - Rani Laxmi Bai led the revolt from this place
1. Which Sustainable Development Goal would you connect the 'Act of 1858' of the British Parliament? Give reason to support your answer

MANUFACTURING INDUSTRIES: Link to UAE SST (American civil War)

Geography: Mineral and Power Resources (Self Study)

- Draw a KWL chart for the topic mineral and power resource to evaluate your own learning.
- Find out the first nuclear power station in the UAE. What do you think is the aim of UAE in taking this step? State the nuclear regulations in UAE in the international arena.

- 65% of the total reserve of mineral oil is around the Persian Gulf. Find out the Top 10 countries with the world's biggest oil reserves according to 2020 data. Represent the data using any one of the following methods: -
 - Bar Graph • Line graph • Pie chart
- On the outline map of the world mark and label the distribution of minerals and power resources.

Civics: The Need of a Parliament

- Make a flow chart to differentiate between the Lok Sabha and the Rajya Sabha.
- Write a letter to the member of the parliament in your constituency on the prevalence of gender inequality in your community and suggest ways to eradicate the same.

(SDG Goal #5- Gender Equality)

History: Rise of Indian Nationalism

- Prepare a timeline of the events from the formation of Indian National Congress (1885) to the beginning of the Revolutionary Movement (1912).
- Collect pictures of any two moderate, radical, and revolutionary leaders. Stick and label the pictures in the notebook.

Geography: Agriculture-Farming and Its Types

- Write a report and create collage work to provide an outline about the importance of Organic Farming and Dairy farming. **(Research Work)**

Civics- The Indian Judiciary

- Make a flow chart depicting the hierarchy of courts in India.

History: The March to Freedom (1919-1947)

- Mark the places on the outline Map of India with the given clues.
- In the words of Gandhiji, "It is easy to stand in the crowd, but it takes courage to stand alone." Which problem in India would you stand up for? How would you resolve it? **(REAL-LIFE APPLICATION)**
- There were both satyagrahis and revolutionaries who were fighting against the British in order to liberate India from the clutches of the British. Had you been living during the British Raj, which group of rebels would you have joined out of the two? Why? **(HOTS)**

History: India after Independence

- Observe the picture and answer the questions: -
 - a. What kind of inequality is shown in the picture?
 - b. Imagine yourself as the Prime Minister of a newly formed country. What two reforms would you suggest eradicating the above picturized inequality from society?
- Why doesn't India have a thirteenth five-year plan? (Real Life Application & Research based Question)

Civics: Understanding and tackling Marginalization-Subject Enrichment Activity

- As a journalist, write an article on preserving the culture of tribal communities in India. (Article should not exceed 100-150 words)

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 APPLICATIONS

- Mapfab
- Goformative
- Classkick
- Socrative
- Nearpod
- Quiziz.com
- Padlet
- Microsoft forms

