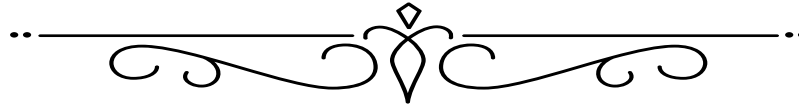


Social Science



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A. Curriculum Framework

Introduction

The Social Studies curriculum spans across the primary and upper primary levels. The curriculum aspires towards the educative growth of the Social Studies learner as an informed, concerned and participative citizen.

Philosophy of Social Studies

At the heart of the Peace Social Studies (SS) curriculum is the preparation of our pupils to be citizens of tomorrow by helping them to better understand the interconnectedness in our country and the world they live in, and appreciate the complexities of the human experience. Drawing on the social life that is of meaning and interest to the learners, SS seeks to ignite pupils' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, SS helps pupils to attain relevant knowledge and understandings of these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives. SS seeks to inculcate in pupils a deeper understanding of the values that define the Indian society and nurture dispositions to show concern for the world they live in and demonstrate empathy in their relationships with others. The curriculum therefore envisions the SS pupil as an informed, concerned and participative citizen who is competent in quality decision-making with an impassioned spirit to contribute responsibly in the world he/she lives in.

Curriculum Aims

SS seeks to develop the civic competencies of our pupils. Civic competencies, which encompass the body of knowledge, skills and values expressed in the philosophy of SS, will empower students to be informed, concerned and participative citizens.

As an informed citizen, the pupil would:

- understand his/her own identity as an Indian with a global outlook;
- understand different perspectives;
- view the world with an understanding of the Indian perspective;

- apply reflective thought in making quality decisions;
- analyze, negotiate and manage complex situations; and
- evaluate information, consider different viewpoints and exercise discernment in reaching well-deliberated conclusions and responsible decisions.

As a concerned citizen, the pupil would:

- have a sense of belonging to his community and nation;
- find it important to engage in issues of societal concern because he/she understands the potential impact his/her response has on society;
- show commitment to social cohesion by appreciating diversity in society; and
- have an awareness of the ethical consequences of decision-making.

As a participative citizen, the pupil would:

- be motivated to identify issues of concern and take action;
- be resilient in addressing concerns of the community or society in spite of challenges faced; and
- be empowered to take personal and collective responsibility for effecting change for the common good; and serve to make a positive difference to others.

Teaching and Learning through Inquiry

Inquiry is recommended for the learning of concepts, skills and exploration of topics in the Social Studies (SS) syllabus. Children by nature are inquisitive and teaching through inquiry aims to harness this innate motivation in our pupils to inquire into things that catch their attention. Inquiry helps our pupils learn to judge whether the conclusions drawn by their peers are supported by sound information or based on opinions. Through the inquiry process, pupils are also empowered to be responsible for their own learning.

» What is the rationale for adopting an inquiry approach to the teaching and learning of SS?

Promoting the educative growth of the child:

A learner-centered curriculum must reflect the larger purpose of promoting the full educative growth of the child as an individual and as a social being. It facilitates an enlarged, deepened consciousness in the learner about the issues under study and about what these issues mean to them. It also grows the learner into a self-reflective inquirer who thinks about his/her thinking and his/her doing. Inquiry in SS provides the opportunity for pupils to explore learning experiences that are of interest and relevance to them. There is space for the learner to uncover his/her motivation for learning, and to think about his/her own learning. It is through exploration and self-discovery that a

mental eagerness is ignited and habits of mind nurtured to enable individuals to continue the quest for knowledge throughout life.

Preparation for 21st century living:

The increasing complexities of the global environment we live in necessitates that the Social Studies curriculum equips pupils with the knowledge, skills and values that would enable pupils to succeed at becoming effective citizens, workers and leaders in the 21st century. The complexities of the real world with its attendant fluidity and multiplicity of perspectives require that our pupils be given the opportunity to inquire into these complexities, and to construct their own understanding of the 21st century world they live in.

Citizenship education for quality decision-making:

With its curriculum vision of developing informed, concerned and participative citizens, Social Studies is as much about social living as it is about quality decision-making for effective citizenship. Quality decision-making entails analyzing choices, negotiating ambiguities, envisioning consequences, arriving at well-reasoned conclusions and taking action on issues which affect their lives and that of others. Social Studies therefore involves pupils in the process of investigating, inquiring and thinking for themselves so that they will better understand the interconnectedness within a society, recognize that real world issues rarely have a single correct solution, and thereby learn how to make decisions. Quality decision-making requires the application of critical thinking skills and reflective thought.

» How does inquiry develop critical thinking skills?

The value of inquiry lies in the active construction of new knowledge by the learner. Inquiry questions provide the focal point for thinking, as pupils will investigate, extract, analyze and synthesize information. Pupils draw conclusions based on sound information and judge whether conclusions drawn by others are supported by sound information. Through the process, pupils will gain multi-faceted insights and understandings about issues. Such understandings are socially constructed by pupils through discussions and group deliberations which are facilitated by the teacher.

» How does inquiry develop Meta cognition and reflective thought?

Meta cognition is the awareness and understanding of one's own thinking and cognitive processes. As pupils engage in the inquiry process of investigating into authentic societal issues, they explore various ways of thinking about these issues. Through this process of negotiating their understandings of the issues under study, pupils will be-

come more aware of their own beliefs and assumptions. They will also begin to think about their own thinking and doing. In this way, inquiry facilitates reflective thought and meaning making by the pupil himself/herself.

There are some common pedagogical elements that underlie inquiry-based learning – i.e. learning as question-driven, double movement of reflection, reliance on evidence and knowledge construction by the pupils.

Inquiry-based learning in the classroom embodies these elements and takes on various possible forms, including those that are more process-oriented and those that are discussion-oriented. The inquiry approach used in Social Studies also encompasses an appreciation of the roles and responsibilities of the teacher and student in a classroom culture that would be conducive to inquiry.

» **What are the pedagogical elements in inquiry?**

Inquiry-based learning seeks to create and capitalize on pupils' curiosity so that the learning experience is an authentic and meaningful one. Engaging stimulus materials could be used to activate the pupils' prior knowledge and challenge their assumptions and habitual responses, invite consideration of alternative hypotheses, and arouse intellectual curiosity and imagination. Such engagement should present problematic situations which will provoke pupils to raise genuine questions to satisfy their curiosity about the issue. Inquiry-based learning is thus driven by teachers' and pupils' questions.

Learning as question-driven

Questioning is a powerful instructional tool that allows teachers to develop pupils' interest, assess their learning, challenge them to push the boundaries of their thinking and explore alternative perspectives.

Good questioning is often done with a clear end in mind – i.e. to deepen the pupils' conceptual understanding about a topic.

Good inquiry questions bear the following characteristics:

- are open-ended and resist a simple or single right answer;
- are deliberately thought-provoking, counter-intuitive, and/or controversial;
- require pupils to draw upon content knowledge and personal experience;
- can be revisited again to engage pupils in evolving dialogue and debate; and
- also lead to other questions posed by pupils.

Double Movement of Reflection

The notion of the Double Movement of Reflection can be attributed to John Dewey (How We Think, 1910), who essentially suggests that our experiences lead to a theorization and formulation of a hypothesis, and this hypothesis is being validated continuously when new experiences and evidence are being introduced. This iterative Double Movement of Reflection eventually leads to the creation of certain beliefs/theses, i.e. the point where our experiences and new evidence no longer cause us to question our

hypothesis/theory about the matter. This reflection involves a constant re-visitation of the hypothesis, eventually leading to a deepening of understanding about the concept or issue.



The Double Movement of Reflection

Reliance on evidence

Inquiry also involves a reliance on evidence to support opinions and beliefs formed about the issue. Inquiry-based learning requires pupils to justify their assertions using relevant and valid evidence. Pupils need to be able to distinguish fact from opinion, and evaluate the reliability and usefulness of information to ascertain what constitutes “evidence”. Pupils who have developed their inquiry abilities are able to draw conclusions based on evidence and judge whether conclusions drawn by others are supported by evidence. They explore topics by making informed guesses about the problem and search for evidence that would justify one conclusion over another.

The inquiry process, thus, hones the skills of critical thinking that are aligned not only to cognitive goals, but also to the goals of Social Studies education. This reliance on evidence in inquiry-based learning seeks to develop pupils who become citizens who can “think well, distinguish between evidence and opinion, between good arguments and good stories, between well-researched conclusions and outright lies

Knowledge construction by the pupils

In inquiry, pupils are actively engaged in the construction of knowledge, new ways of understanding and new ways of viewing things. Knowledge construction stems from Piaget’s Constructivist Theory of Learning where the central idea is that “we can learn about the world only through actively making sense of it for ourselves”. Thus, how pupils think and understand the world depends on their existing assumptions and expectations that arise from their past experiences in life.

Carrying out inquiry-based learning experiences takes into account pupils’ prior knowledge and assumptions. Learning opportunities help pupils become aware of how they see things and reconstruct their existing knowledge in light of new knowledge. Hence, inquiry-based learning promotes student-centered education where pupils become active learners who take ownership of making sense of and creating new understandings for themselves.

» What are some forms of inquiry?

Inquiry-based learning can take on various forms and models in the classroom. Within Social Studies, it is possible to consider the process-oriented forms like the Scientific Method, Geographical Inquiry and Historical Inquiry models, as well as discussion-oriented forms like seminar and deliberation models.

Process-oriented forms of inquiry

The inquiry process is often known as the Scientific Method. It is the chief method used by historians and social scientists to develop new knowledge and correct old, mistaken knowledge. The general inquiry procedure can be characterized by four aspects:

- sparking curiosity;
- gathering data;
- exercising reasoning; and
- reflective thinking.

Discussion-oriented forms of inquiry

Inquiry-based learning can also take the form of classroom discussions. Some features that distinguish discussion from other forms of classroom instruction like lectures are:

- Dialogues between people;
- The exchange of information about a topic;
- expressing personal ideas or opinions on a topic; and
- listening to others expresses their ideas or opinions.

B. Primary Curriculum Content:

Grade I

Knowing myself, others and my Surroundings

Level Descriptor

Inquiry Focus

Who am I in relation to the people and places around me?

Pupils will learn about themselves, people around them and their immediate environment. Pupils will explore who they are in relation to the people and places around them. Through examining the different roles they play, pupils will understand how their actions can affect the people and places around them.

Key Understandings

- My identity makes me unique.
- My identity is shaped by the groups I belong to.
- My actions affect my relationship with others.
- I can relate to the places around me.
- My actions affect my relationship with others.
- I can relate to the places around me.

Knowledge Outcomes	Skills Outcomes	Value outcomes	Key Concepts
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • recognize that they are unique; and • Relate to people and the groups they belong to. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • use questions to collect information /data; • process information/ data with the help of the teacher; express thoughts and feelings fluently; • work in group settings; and • Follow a teacher- 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • reflect on how their actions affect others; • value self and others; • show interest in finding out about the people and places around them; and • Appreciate places around them by showing care for 	<ul style="list-style-type: none"> • Identity • Belonging • Respect • Place

	designed plan to present their work.	these places.	
Guiding Questions		Knowledge and Understanding	
<ul style="list-style-type: none"> Who am I? 		<p>My identity makes me unique:</p> <ul style="list-style-type: none"> My name reflects my identity My physical features and talents make my identity Knowing the similarities and differences between people in terms of names, physical features and talents allows me to know how I am unique 	
<ul style="list-style-type: none"> How do I relate to others 		<p>My identity is shaped by the groups I belong to</p> <ul style="list-style-type: none"> I share common attributes such as kinship, values and interests with the groups I belong to like: family, class, school I play different roles in these groups I can develop a sense of belonging to these groups 	
<ul style="list-style-type: none"> How do I relate to the places around me? 		<p>My actions affect y relations with others</p> <ul style="list-style-type: none"> I recognize other people’s abilities, feelings and views I take care of my belongings and common resources I cooperate with others by: <ul style="list-style-type: none"> Observing and following basic rules when working with others Knowing that by not following rules I can affect others Respecting their views <p>I can relate to the places around me</p> <ul style="list-style-type: none"> I can find my way around the school and neighborhood Places are important to me because <ul style="list-style-type: none"> I interact with family and friends there I have meaningful experiences there I care for these peoples 	
Field-based learning experience			
Locations	Learning focus	Suggested learning activities	
<ul style="list-style-type: none"> School Neighborhood 	<p>The focus of the learning experience is for pupils to develop an appreciation for the places around them.</p>	<ul style="list-style-type: none"> Pupils can complete the learning activities prepared for this field-based learning experience. Pupils can engage in activities - e.g. gardening to show care and appreciation for the environment. 	
<ul style="list-style-type: none"> Botanic Gardens 		<ul style="list-style-type: none"> Pupils can complete the 	

		<p>learning activities prepared for this field-based learning experience.</p> <ul style="list-style-type: none"> • Pupils can participate in activities and workshops on care and appreciation for the environment.
<ul style="list-style-type: none"> • Museum 		<ul style="list-style-type: none"> • Pupils can complete the learning activities prepared for this field-based learning experience.

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Grade II

Coming together as a Nation

Level Descriptor

Inquiry Focus:

What unites us as people of India?

Pupils will examine the customs and traditions of different communities living in India. Through such an appreciation, pupils will be able to interact harmoniously with one another. Pupils will also understand that sharing a common identity, experiences and values unite us as people of India.

Key Understandings

- Our diversity makes India unique.
- Our common identity, shared experiences and values unite the people in our country.

Knowledge Outcomes	Skills Outcomes	Value outcomes	Key Concepts
Pupils will be able to: <ul style="list-style-type: none"> • identify the people living in India; and • Recognize that a common identity as well as shared experiences and values unite the people of India. 	Pupils will be able to: <ul style="list-style-type: none"> • use questions to collect information/data; process information/data with the help of the teacher; express thoughts and feelings fluently; • work in group settings; and • Follow a teacher-designed plan to present their work. 	Pupils will be able to: <ul style="list-style-type: none"> • appreciate different customs and traditions that are practiced by the diverse communities in India; • show willingness to accept people from diverse communities; • express pride in India; and • know that actions have consequences. 	<ul style="list-style-type: none"> • Community • National Identity
Guiding Questions		Knowledge and Understanding	

<ul style="list-style-type: none"> • Who are the people living in India? • How do we practice our customs and traditions? 	<p>Our diversity makes India unique</p> <ul style="list-style-type: none"> • We have diverse communities in India • We appreciate the many customs and traditions of the communities of India 	
<ul style="list-style-type: none"> • What makes us people of India? 	<p>Our common identity, shared experiences and values unite the people in our country:</p> <ul style="list-style-type: none"> • We have shared experiences as a nation <ul style="list-style-type: none"> ○ Commemorating events together such as Independence Day, Republic Day, Gandhi Jayanthi ○ Overcoming challenges together such as epidemics, calamities etc • We know our national symbols and what they mean • We have shared common values <ul style="list-style-type: none"> ○ Family as the basic unit ○ Love for the nation ○ Community support and respect for individual ○ Consensus not conflict ○ Racial and religious harmony 	
<p>Field-based learning experience</p>		
Locations	Learning focus	Suggested learning activities
Philatelic Museum	<p>The focus of the learning experience is for pupils to</p> <ul style="list-style-type: none"> • develop an appreciation for the diverse communities in India; and • learn about our national symbols 	<ul style="list-style-type: none"> • Pupils can complete the learning activities prepared for this field-based learning experience. • Pupils can learn about the culture of the ethnic groups in India.
Botanic Gardens		<p>Pupils can complete the learning activities prepared for this field-based learning experience.</p>
Community Trails		<p>Pupils can make observations of their surroundings and learn more about the diverse communities in India</p>

Grade III Understanding India

Level Descriptor

Inquiry Focus:

How do we appreciate the country we live in?

Pupils will learn how the environment influences the lives of its people as they examine India’s physical environment. Pupils will also understand how land use has changed over time to meet the needs of the people, as well as recognize the importance of using resources wisely to preserve the environment. Through this study of the progress made in overcoming challenges, pupils will come to appreciate the country they live in.

Key Understandings

- Knowing the place I live in helps me appreciate where I am.
- We meet our needs by changing the physical environment we live in.
- We use resources wisely to protect the environment.

Knowledge Outcomes	Skills Outcomes	Value outcomes	Key Concepts
Pupils will be able to: <ul style="list-style-type: none"> • use the map of India to locate places in India; • describe India’s physical environment; • recognize how the environment affects people’s way of life; • describe how people meet their needs by changing the environment they live in; and • understand that 	Pupils will be able to: <ul style="list-style-type: none"> • follow a plan to locate and collect information/data using various tools such as search engines; • process information/data in appropriate ways; • express thoughts and feelings fluently and confidently; • work in a variety of group settings; 	Pupils will be able to: <ul style="list-style-type: none"> • show curiosity to explore different parts of India; • appreciate India’s physical environment; and • demonstrate how the people of India can protect the environment 	<ul style="list-style-type: none"> • Location • Environment • Conservation • Change and Continuity

<p>individual and group actions have an impact on the people and environment around them.</p>	<p>and</p> <ul style="list-style-type: none"> • design a plan to present their work with the help of the teacher. 		
Guiding Questions		Knowledge and Understanding	
<ul style="list-style-type: none"> • Where am I in India? • How does India's physical environment affect our way of life? 		<p>Knowing the place where I live in helps me appreciate where I am</p> <ul style="list-style-type: none"> • Locating where I live and the places I know in the map of India • India's physical environment and how it affects our way of life <ul style="list-style-type: none"> ○ Size ○ Weather and climate ○ Physical features ○ Flora and fauna 	
<ul style="list-style-type: none"> • How do we change the physical environment we live in to meet our needs? 		<p>We meet our needs by changing the physical environment we live in</p> <ul style="list-style-type: none"> • Changes in land use to meet our needs <ul style="list-style-type: none"> ○ Food <ul style="list-style-type: none"> - Progress in farming - Stories of how farms have changed ○ Housing <ul style="list-style-type: none"> - Progress in housing - Stories of how living conditions in India have changed - New trends in housing ○ Transport <ul style="list-style-type: none"> - Progress in transport system 	
<ul style="list-style-type: none"> • What are the consequences of our actions on the environment? • How can we protect the environment? 		<p>We use resources wisely to protect the environment</p> <ul style="list-style-type: none"> • Consequences of our actions on environment <ul style="list-style-type: none"> ○ Better use of environment ○ Land, air and water pollution • Care for the environment <ul style="list-style-type: none"> ○ Reducing waste, reusing and recycling materials ○ Keeping our environment clean and free of litter ○ Using water and electricity wisely ○ Using public transport 	
Field-based learning experience			

Locations	Learning focus	Suggested learning activities
Dairy farms, Nature Reserves, gardens and parks	The focus of the learning experience is for pupils to develop an understanding of: India's physical environment; land use in India; and how India manages its resources to meet the needs of the country.	Pupils can observe India's physical features and identify the flora and fauna
Farms		Pupils can observe the technology used in farms today and how the use of technology has helped the farmers in India overcome constraints of land space
Recycling Plants Incineration Plants		Pupils can explore how recycling is carried out and waste is managed in India.
Housing and Development Board		Pupils can learn how the people of India have maximized land use to meet the needs of the country.
Water supply units, reservoirs, dams		<ul style="list-style-type: none"> • Pupils can learn how the people of India have used technology to meet the needs of the country. • Pupils can learn how India has ensured a sustainable supply of water.

Grade IV

Valuing our past

Level Descriptor

Inquiry Focus:

How is life in India today shaped by what happened in the past?

Pupils will study about the people and leaders who contributed to India's early growth and its later development as a nation. Through it, pupils will learn that different people come together to build a country. Pupils will also appreciate the contributions of India's early settlers, our first generation political leaders, freedom fighters, our Prime Ministers and Presidents. Such an appreciation will help pupils understand how life in India today is shaped by what happened in the past.

Key Understandings

- Different people contributed to India's early growth
- Their contributions are reflected in our country today

Knowledge Outcomes	Skills Outcomes	Value outcomes	Key Concepts
Pupils will be able to: <ul style="list-style-type: none"> • recognize how different people contributed to India's early growth; • describe where our early settlers came from and their contributions to India; and • describe how our leaders contribute to India's development as a nation. 	Pupils will be able to: <ul style="list-style-type: none"> • follow a plan to locate and collect information/data using various tools such as search engines; • process information/data in appropriate ways; • express thoughts and feelings fluently and confidently; • work in a variety 	Pupils will be able to: <ul style="list-style-type: none"> • appreciate the adaptability and resilience of the people of India; • show interest in finding out about places in India with rich heritage; and • value our history and how life in India today is shaped by what happened in the past. 	<ul style="list-style-type: none"> • Contributions • Change and Continuity • Heritage • Diversity • Independence • Identity

	of group settings; and design a plan to present their work with the help of the teacher.		
Guiding Questions		Knowledge and Understanding	
How did different people contribute to India's growth?		Different people and leaders contributed to India's early growth.	
Field-based learning experience			
Locations	Learning focus	Suggested learning activities	
Places of historical importance	The focus of the learning experience is for pupils to develop an understanding of: What life was like in the past Study and reflect on the contributions of various people lived in India in the past	Pupils can go on a trail to learn about the several sites of historical importance	

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Grade V

Appreciating the world

Level Descriptor Inquiry Focus

How have the legacies of the world impacted our lives today?

Pupils will explore the world, the diverse communities of people and their way of life. Pupils will also embark on a study of the achievements of various ancient civilizations. While gaining an awareness of the rich cultural heritage, pupils will also come to appreciate the legacies which continue to influence our lives today.

Key Understandings

- We live in a diverse world.
- The creativity of the people of ancient civilizations is reflected in our world today.

Knowledge Outcomes	Skills Outcomes	Value outcomes	Key Concepts
<ul style="list-style-type: none"> • Pupils will be able to: describe what makes up the world; • compare and contrast the physical features of regions in the world; • describe how people live in other parts of the world; • explain why most ancient civilizations began along rivers; 	Pupils will be able to: <ul style="list-style-type: none"> • develop a plan to locate and collect information/data using various tools such as digital/ video cameras, mobile devices and web applications; • process information/data in appropriate ways based on reliability and relevance; • express thoughts 	Pupils will be able to: <ul style="list-style-type: none"> • show curiosity in learning more about human achievements in societies, past and present; • appreciate the world they live in; • value the triumph of human ingenuity and resourcefulness; • value the rich cultural heritage and achievements of great civilizations and 	<ul style="list-style-type: none"> • Civilization • Achievement • Change and continuity • Legacy • Culture • Heritage • Interconnectedness

<ul style="list-style-type: none"> identify achievements from ancient civilizations that continue to benefit us today. 	<p>and feelings fluently and confidently in a group;</p> <ul style="list-style-type: none"> work effectively in a variety of group settings; and design a plan to present their work independently. 	<p>how these continue to influence the way we live today.</p>	
<p>Guiding Questions</p>		<p>Knowledge and Understanding</p>	
<p>What makes up the world?</p>	<p>WE LIVE IN A DIVERSE WORLD.</p> <ul style="list-style-type: none"> Physical features of the world Continents, countries and capital cities Mountains, oceans, rivers, climate and vegetation types Natural wonders of the world Communities of the world How people live in other parts of the world 		
<p>How is the creativity of the people in ancient civilizations reflected in our world today?</p>	<p>The creativity of the people of ancient civilizations is reflected in our world today. Overview of achievements from the following civilizations The Sumerians – Writing, Irrigation The Egyptians – Sun-dial, The Pyramids of Giza The Greeks – The Olympics, The Temple of Artemis The Romans – Roman Aqueduct, The Coliseum</p>		
<p>Where did early civilizations begin? How has life changed in these countries?</p>	<p>The legacies of early civilizations influence our life today. Way of life: E.g.: Ancient and present-day China Community life</p> <p>Family, shelter, education, food, clothes, festivals and games Economic activities Farming, trade and silk production Transportation The arts</p> <ul style="list-style-type: none"> Painting, poetry, calligraphy, acrobatics, opera, porcelain and bronze sculptures 		
<p>What are the legacies that we have inherited</p>	<p>Achievements of ancient civilizations that</p>		

from early civilizations and how have these legacies impacted our lives today?	continue to impact our lives today: E.g., Compass, silk, paper, printing press, architectural style of buildings, Counting system, chess, medicine	
Field-based learning experience		
Locations	Learning focus	Suggested learning activities
Museums, art galleries, places of ancient civilizations	The focus of the learning experience is for pupils to: <ul style="list-style-type: none"> Learn more about and appreciate the rich cultures of the past. 	<ul style="list-style-type: none"> Use artifacts and videos Visit places of ancient cultures

C. Curricular Expectations and Learning Indicators in Social Sciences at the Upper Primary Stage

Introduction

At the upper primary level, we deal with Social Sciences that encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of Geography, History and Social and Political life. Social Sciences help the child to develop social, cultural and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities. This is necessary for understanding the world in which we live.

Curricular Expectations

- At the end of the Upper Primary Stage the child should be able to view contemporary issues from multiple perspectives introducing the child to social and economic problems of society like poverty, illiteracy, child and bonded labor, class, caste, gender, environment, etc.
- Develop a proper perspective related to the environmental issues and development at different levels from local to global.
- Acquire a general idea of development in different periods of History.
- Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation.
- View the perspectives of women as being integral to the discussion of any historical event and contemporary concern.
- Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality.

SOCIAL AND POLITICAL LIFE

Curricular Expectations:

Develop the ability to think independently and deal with the social forces that threaten human values, without losing her/his individuality

- Creates a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity
- Makes learners alert to the social forces that threaten these values
- produces sensitive, interrogative, deliberative and transformative citizens
- helps imbibe the ideals of the Indian Constitution

View contemporary issues from multiple perspectives

- Acquires social living skills – exercise self control, social adjustment and social sensitivity, etc.
- Develops desirable attitude towards others (national, racial and gender)
- Grasps the interconnectedness between political, social and economic issues

Understand the formation and functioning of governments at the local, state and central level and the democratic processes of participation

- Gains insight into the functioning of Indian democracy; its institutions and processes
- Learns to critically engage herself/himself as an interested citizen of a vibrant and on-going democratic process
- Develops attitudes and skills necessary for effective and responsible democratic citizenship
- Acquires knowledge of different forms of government and the laws and freedoms available to all

Understand the real life functioning of institutions like the family, market and the State

- grasps the deep inter-connectedness between the political and social aspects of her/his everyday life and its impact in the realm of economic decision-making
- Learns about ways of making a living, inequality in opportunities, market operations, inequity in market, role and functions of the government
- Understands markets and their function to link scattered producers and consumers
- understands the link between peoples' aspirations/needs and role and functions of government

View the perspectives of women as being integral to the discussion of any historical event and contemporary concern and analyze the everyday experiences in the domain of gender

- Gains an insight into epistemic shift from the patriarchal preconceptions
- Understands the role of gender in creating unequal and hierarchical relations in society
- recognizes the gendered nature of all issues and learns to interrogate gender constructions in different social and economic contexts

Interprets political, social and economic developments from the point of view of the marginalized

- Understands about marginalization existing in society
- Gains a critical understanding of social and economic injustice
- Analyses situations from the marginalized point of view of the marginalized

GEOGRAPHY

Curricular Expectations:

Understands that the earth is the habitat of humankind and other forms of life:

- knows that the earth provides ideal conditions for all forms of life

Acquires knowledge about major realms of the Earth – Lithosphere, Hydrosphere, Atmosphere and Biosphere:

- identifies the major landforms – mountains, plateaus and plains and their effects on human life
- understands the interdependence of various regions and countries
- knows her/his own region, state and country in the global context

Acquires basic skills of map reading

- understands the difference between a sketch and a map
- knows about the components of a map
- reads a simple map

Understands the environment and its components – both natural and human-made

- Knows about interdependence of environment's components and their importance in our life
- Appreciates and has sensitivity towards environmental conservation

Acquire knowledge about the resources – their variety, location, distribution, importance and judicious use for sustainable development

- Appreciates the role of human resources
- Develops awareness towards conservation of resources

HISTORY

Curricular Expectations:

A general idea of the development in different periods of History:

- Political, economic, social and cultural developments in ancient, medieval and modern periods of Indian History
- Identifying similarities and differences in these developments over a period of time
- Understanding how some things change over time and some things remain the same

How historians work?

- *Sources*- Meaning and importance
- Different periods and different kinds of sources
- Interpretation of sources

Understanding what is historical diversity?

- History of different regions, castes, classes, gender, tribal societies, religious groups and ways of life
- Link between the history of different groups and societies

Introduction to timelines and historical maps and their importance

- Locate the developments of one region in relation to what was happening elsewhere

Develop capacity for empathy and imagination

- Concern for justice, equality and preservation of heritage.

Grade VI

Learning Indicators for Social Sciences

Social and Political Life

Pedagogical Process	Learning Indicators
<p>Reference to real-life situations to show the diversity that exists amongst people belonging to different regional, cultural and religious backgrounds and how historical factors, cultural influence and geographical reasons lead to diverse ways of living.</p> <p>Cultural, social and class differences generate their own biases, prejudices and attitudes in classroom contexts. Open-ended discussion on different dimensions of social reality in the class will help in creating increased awareness.</p> <p>Concepts of discrimination, equality, etc have to be clarified to the students through the lived experiences of individuals (e.g. Dr. B.R Ambedkar) and communities.</p> <p>Expose learners to the stereotypes existing regarding gender, persons with disability, etc. and how their own feelings and thoughts are quite different.</p>	<p>Appreciates various forms of diversity in their everyday environment and is aware of its connectedness to inequality.</p> <p>Develops sensitivity towards pluralism and interdependence.</p> <p>Empathizes with the stereotype images existing regarding gender, persons with disability/person with disability, marginalized, etc and understands how discrimination denies respect and dignity.</p> <p>Reacts to situations of any discriminatory activity and does not possess prejudiced feelings.</p> <p>Expresses divergent views with respect to gender discrimination and positive attitude towards persons with disability, marginalized groups, etc</p>
<p>Discuss different cases of conflict that occur when people of different cultures, religions, regions do not get along with each other and the role of government in resolving them.</p> <p>Expose to the key elements which include people's participation, resolution of conflict, equality and justice that influence the working of the democratic government.</p>	<p>Expresses their views on various issues that arise due to diversity and suggest ways for providing unity and measures the government can take.</p> <p>Reacts to the unjust practices and discrimination and believes that justice can only be achieved when people are treated equally.</p>
<p>Idea of government is introduced and then</p>	<p>Articulates on the working of the government</p>

<p>elaborated upon through a discussion of the types of government at the local level, as learners are also exposed to the different aspects of their functioning</p> <p>Expose learners to the administrative services carried out by the government in rural and urban areas. Provide opportunities for them to trace out the public services and facilities provided by various departments of the government.</p>	<p>and its various functions in their locality and its links with peoples aspirations/ needs and the role of Gram Sabha in keeping an eye on the elected representatives.</p> <p>Shows interest in finding the problems faced by people and the administration with regard to the services and facilities. Puts forth creative and feasible suggestions for bringing about improvements in their functioning.</p>
<p>Providing opportunities for sharing own experiences, listening to peers, adults, etc, and collecting information on differences in the living and working conditions of the rural and urban labor.</p> <p>Creating environment for group discussion on the working conditions in the urban and rural context and articulate on why it is so, Why majority of the country's farmers are poor?</p>	<p>Shows understanding of different ways of living, work and activities involved and is able to locate these within her/his own experiences.</p> <p>Articulates on differences in the living and working conditions of the rural and urban labor.</p>

Geography

Pedagogical Process	Learning Indicators
<p>Providing opportunities to observe natural and human phenomenon in the environment.</p> <p>Motivating her/him to ask questions as these reflect on her/his interest and curiosity about the related topic.</p> <p>Explaining to her/him various concepts with activities.</p> <p>Providing opportunities for sharing and expressing the observations made by her/him.</p> <p>Appreciating the observations presented by her/him in various ways.</p> <p>Opportunities for reflecting on work done by self, peer group</p>	<p>Takes interest in exploring her/his surroundings, and observes the details.</p> <p>Knows that the earth is one of the planets in the solar system and that life is possible on earth due to the presence of air and water.</p> <p>Knows about the influence of land, climate, vegetation and wildlife on human life.</p> <p>Develops sensitivity towards the protection of the environment, e.g. conserving natural vegetation and wildlife.</p>

<p>Explaining the difference between sketch and map.</p> <p>Encouraging her/him to make a sketch of her/his route from home to school.</p> <p>A visually impaired child may narrate the route instead of drawing.</p> <p>Appreciating her/hi efforts of presenting information.</p> <p>Explaining about components of maps namely distance, direction and symbols.</p> <p>Explaining about broad physiographic divisions of India.</p> <p>Motivating her/him to observe her/his surroundings.</p> <p>Encouraging her/him to identify the physiographic and some physical features in her/his surroundings.</p> <p>Motivating her/him to ask questions to satisfy her/his queries.</p>	<p>Identifies directions with the sun as a reference point.</p> <p>Prepares a simple sketch.</p> <p>Differentiates between a map and a sketch.</p> <p>Identifies political and physical map of India. Identifies places, symbols on maps.</p> <p>Identifies broad physiographic divisions of India.</p> <p>Knows about broad categories and some physical features of her/his surroundings.</p> <p>Compares life in one's own surrounding with life of other environmental settings.</p>
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History

Pedagogical Process	Learning Indicators
<p>Familiarizing the learner with the major developments and significance of geographical terms used during the time frame to be studied. Introducing the specificities of the discipline, e.g. what are sources, and how different kinds of sources can be used to address different kinds of questions.</p>	<p>Awareness of significant political, economic, social and cultural developments and the significance of geographical terms used in Indian history from the earliest times. When introduced to the specific nature of the discipline, the learner understands that history is a record of past events and activities written by historians. It tries to explain what is meant by a source and its importance and shows an understanding of different kinds of source</p>
<p>Familiarizing learners with hunting and gathering as a way of life and its implications. Introduce them to stone tools and their use.</p>	<p>Appreciates the skills and knowledge of hunter- gatherers. She/he identifies stone artifacts as archaeological evidence and also ask questions during discussions. This shows her/his active engagement.</p>

<p>Introducing them to the diversity of early domestication and discuss with them archaeological evidence for crops, animals, houses, tools, pottery, burials, etc.</p>	<p>Attempts to relate the lives of the farmers and herders with the lives of hunter-gatherers and making an effort to find out the differences and similarities between these.</p>
<p>Discussing in details the settlement pattern of the Harappan civilization, its unique architectural features, craft production and familiarizing them with the meaning of urbanism.</p>	<p>Appreciates the distinctive life in cities. She/he is trying to figure out the archaeological evidence of urban centers. The learner is attempting to find out the differences/similarities between her/his own life and surroundings with the one discussed in the chapter.</p>
<p>Motivating children to focus their attention to the different developments that were taking place in different parts of the sub-continent simultaneously. With the help of an excerpt given in the textbook explain to them how to analyze a text.</p>	<p>□ Tries to interconnect different developments rather than see these in isolation. The learner is trying to comprehend passages from primary sources as given in the textbook. She/he is making an effort to summarize the main points of a given passage and appreciating its basic thrust.</p>
<p>Introducing the concept of the state, its varieties and the concept of empire with appropriate examples. You can have role play activities on -how some men became rulers, dialogue between Vassakara and Buddha, , etc. You can also discuss how present day elections are different from the ways in which rulers were chosen in Janapadas. Acquaint them with the importance of inscriptions as a source.</p>	<p>Tries to understand the working of different administrative units. She/he very enthusiastically takes part in various role play activities. While discussing elections she/he very keenly puts forth her/his points to present the similarity and differences between present and janapada elections. She/he critically reads the excerpt from an inscription and tries to narrate things mentioned there and also attempts to articulate on the reasons behind the writing of certain things.</p>
<p>Outlining the basic tenets of different systems of thought, and the context in which they developed and flourished. Opportunity to work on a comparative study of different systems of thought is given.</p>	<p>Understands the main ideas of different systems of thought. For example to show a comparative picture of different thoughts she/he decides to prepare a comparative chart and also tries to relate India's past with contemporary developments in other parts of the world.</p>
<p>Demonstrating the variety of early urban centers- coastal towns, capitals, religious centers by discussing at least one example of each urban centre and learners may also be asked to look for some more such present day urban centers. Learners are encouraged to look at coins, sculptures as well as textual sources critically and gauge things to understand the social and economic histories.</p>	<p>Often attempts to find out the differences/similarities between present days urban centers with the one discussed in the chapter. Learner shows interest in analyzing different kinds of sources and many times she/he relates this with those things that are available in her/his surroundings</p>
<p>Discussing different contexts of contact</p>	<p>Takes interest in the discussion and often</p>

between distant lands, and the motivating forces (including conquest) and examine the implications of journeys within the subcontinent	attempts to look critically at present day contacts between different nations and within nations and the motivating forces behind such contacts.
Introducing the idea that strategies of expansion, and their logic, differ and explain the development of different administrative systems. After familiarizing learners with <i>prashasti</i> motivate them to write a <i>prashasti</i> .	The learner appreciates the diversity of historical experiences. She/he is taking lots of interest in writing <i>prashasti</i> .

Grade VI: OUR PASTS – I

Themes	Objectives
An Introduction to History When, Where and How (a) The time frame under study. (b) The geographical framework. (c) Sources.	Explain the specific nature of the discipline. (a) Familiarize the learner with the major developments to be studied. (b) Develop an understanding of the significance of geographical terms used during the time frame. (c) Illustrate the sources used to reconstruct history
The Earliest Societies (a) Hunting and gathering as a way of life, its implications. (b) Introduction to stone tools and their use. (c) Case study: the Deccan.	(a) Appreciate the skills and knowledge of hunter gatherers. (b) Identify stone artefacts as archaeological evidence, making deductions from them.
The First Farmers and Herders (a) Implications of farming and herding. (b) Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. (c) Case study: the North-West, and North-East.	(a) Appreciate the diversity of early domestication. (b) Identify the material culture generated by people in relatively stable settlements. (c) Understand strategies for analyzing these.
The First Cities (a) The settlement pattern of the Harappan civilization. (b) Unique architectural features. (c) Craft production. (d) The meaning of urbanism. (e) Case study: the North-West.	(a) Appreciate the distinctive life in cities. (b) Identify the archaeological evidence of urban centers. (c) Understand how this is used to reconstruct processes such as craft production.
Different Ways of Life (a) The Vedas and what they tell us. (b) A contemporary chalcolithic settlement. (c) Case studies: the North-West and the Deccan.	(a) Appreciate that different developments were taking place in different parts of the subcontinent simultaneously. (b) Introduce simple strategies of textual analysis. (c) Reinforce the skills of archaeological

	analysis already developed.
Early States (a) Janapadas to Mahajanapadas (b) Case study: Bihar, Magadha and the Vajji confederacy.	(a) Introduce the concept of the state and its varieties. (b) Understand the use of textual sources in this context.
New Ideas (a) Upanishads. (b) Jainism. (c) Buddhism.	(a) Outline the basic tenets of these systems of thought, and the context in which they developed and flourished. (b) Introduce excerpts from sources relating to these traditions.
The First Empire (a) The expansion of the empire. (b) Asoka (c) Administration.	(a) Introduce the concept of empire. (b) Show how inscriptions are used as sources.
Life in towns and villages (a) The second urbanization. (b) Agricultural intensification. (c) Case study: Tamil Nadu.	(a) Demonstrate the variety of early urban centers— coastal towns, capitals, religious centers. (b) Illustrate the use of archaeological material including coins, sculpture, as well as textual sources to reconstruct social and economic histories.
Contacts with Distant lands (a) The Sangam texts and long distance exchange. Suggested regions: the Tamil region, extending to south east Asia and the west. (b) Conquerors from distant lands: north western and western India. (c) The spread of Buddhism: north India to Central Asia.	(a) Introduce the idea of different contexts of contact between distant lands, and the motivating forces (including conquest). (b) Examine the implications of journeys within the subcontinent. (c) Illustrate the use of textual and visual material for reconstructing the histories of such contacts.
Political Developments (a) Gupta empire and Harshavardhana. (b) Pallavas and Chalukyas.	(a) Introduce the idea that strategies of expansion, and their logic, differ. (b) Explain the development of different administrative systems. (c) Understand how <i>prasastis</i> and <i>caritas</i> are used to reconstruct political history.
Culture and Science (a) Literature, including the Puranas, the epics, other Sanskrit and Tamil works. (b) Architecture including early monasteries and temples, sculpture, painting (Ajanta); (c) Science.	(a) Develop a sense of appreciation of textual and visual traditions of the period. (b) Introduce excerpts from texts and visual material for analysis and appreciation.

GEOGRAPHY

Rationale

Geography is an integral component of social science. At this stage learners are introduced to the basic concepts necessary for understanding the world in which they live. Geography will be introduced to promote the understanding of interdependence of various regions and countries. The child will be introduced to the contemporary issues such as global distribution of economic resources, gender, marginalized group, and environment and on going process of globalization. The course at this stage comprises study of the earth as the habitat of humankind, study of environment, resources and development at different scales local, regional/national and the world.

Objectives

The major objectives of the course are to:

1. Develop an understanding about the earth as the habitat of humankind and other forms of life.
2. Initiate the learner into a study of her/his own region, state and country in the global context.
3. Introduce the global distribution of economic resources and the ongoing process of globalization.
4. Promote the understanding of interdependence of various regions and countries.

Grade VI: THE EARTH - OUR HABITAT

Topics	Objectives
Planet: Earth in the solar system.	To understand the unique place of the earth in the solar system, which provides ideal condition for all forms of life, including human beings;
Globe: the model of the earth, latitudes and longitudes; motions of the earth rotation and revolution.	To understand two motions of the earth and their effects;
Maps: essential components of maps distance, directions and symbols.	To develop basic skills of map reading;
Four realms of the earth: lithosphere, hydrosphere, atmosphere and biosphere: continents and oceans.	To understand interrelationship of the realms of the earth;
Major relief features of the earth.	To understand major landforms of the earth;
India in the world: physiographic divisions of India – mountains, plateaus and plains; climate; natural vegetation and wild life; need for their conservation.	To comprehend broad physiographic divisions of India; To describe the influence of land, climate,

	vegetation and wildlife on human life; To appreciate the need for conserving natural vegetation and wild life.
Project/Activity <ul style="list-style-type: none"> • Make a chart showing distance of the planets from the sun. • Draw a sketch of your school and locate the following: <ul style="list-style-type: none"> (i) the principal's room (ii) your classroom (iii) playground (iv) library • Show the major wildlife sanctuaries of your region on a political map of India. • Arrange for a trip to a wildlife sanctuary or zoo. <p style="text-align: center;"><i>Note: Any similar activities may be taken up.</i></p>	

SOCIAL AND POLITICAL LIFE

Rationale

At the elementary stage, the idea is to introduce students to various aspects of political, social and economic life. This will be done through a preliminary focus on certain key concepts, knowledge of which is essential to understand the functioning of Indian democracy. These concepts will be explained using imaginary narratives that allow children to draw connections between these and their everyday experiences. There will be no attempt made at this level to cover all aspects of India's democratic structure, but rather the effort is more to provide an overview with which the child learns to critically engage by constructing herself as an interested citizen of a vibrant and ongoing democratic process. The focus on the real-life functioning of institutions and ideals is to enable the child to grasp the deep interconnectedness between the political and social aspects of her everyday life, as well as the impact of these two in the realm of economic decision-making.

Objectives

- To enable students to make connections between their everyday lives and the issues discussed in the textbook;
- To have students imbibe the ideals of the Indian Constitution;
- To have children gain a real sense of the workings of Indian democracy: its institutions and processes;
- To enable students to grasp the interconnectedness between political, social and economic issues;
- To have them recognize the gendered nature of all of the issues raised;
- To have them develop skills to critically analyze and interpret political, social and economic developments from the point of view of the marginalized;
- To have them recognize the ways in which politics affects their daily lives.

DIVERSITY AND INTERDEPENDENCE

Rationale

In the first year of the new subject area, 'Social and Political Life' the themes of diversity, interdependence and conflict are to be focused on. This is done through first elucidating aspects of social diversity through a discussion of linguistic diversity as well as the diversity of art forms.

In discussing these topics the idea is to celebrate diversity and interdependence while also highlighting that this can be zone for conflict. The idea of government is introduced at this grade and then elaborated upon through a discussion of the types of government at the local level, as well as different aspects of their functioning. Through focusing chapters on concrete, though narrativised, examples of land administration in the rural context and sanitation services in the urban one, the attempt is to have the child gain an experiential understanding of the ways in which local government functions. The last chapter through its focus on how people make a living in the rural and urban context discusses issues of the diversity of livelihoods.

Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes	Objectives
<p>UNIT 1: Diversity In this unit we focus on various aspects of diversity. The first section begins by having the child recognize diversity as a fact of being human and understanding diversity as different ways of doing the same thing. The second section builds on this by having the child interrogate societal prejudices against diversity, recognizing that the self can be made up of multiple identities and that the Constitution compels us to respect diversity.</p> <p><i>Section 1</i></p> <ul style="list-style-type: none"> • Diversity as a fact of being human. • What diversity adds to our lives. • Diversity in India. <p><i>Section 2</i></p> <ul style="list-style-type: none"> • Prejudice and discrimination. • Inequality and discrimination. • Recognition of multiple identities in 	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand and appreciate various forms of diversity in their everyday environments, • develop a sensitivity towards pluralism and interdependence, • understand how prejudice can lead to discrimination, • understand the difference between diversity and inequality, • recognize that there are multiple identities within ourselves that we use in different contexts and that these can come into conflict with each other, • understand that the Constitution compels us to respect diversity.

<p>oneself.</p> <ul style="list-style-type: none"> • The Constitution and respect for diversity. 	
<p>UNIT 2: Government This unit introduces the student to the idea of government. The first section focuses on the need for it, the history of adult franchise, the various types of governments that exist at present. The second section discusses the key elements that influence the functioning of democratic government.</p> <p><i>Section 1</i></p> <ul style="list-style-type: none"> • The need for government. • Decision-making and participation. • The quest for universal adult franchise through examples of the suffragette movement and the antiapartheid struggle. • Various forms of government and absence of collective sanction. <p><i>Section 2</i> Key elements that influence the functioning of democratic government:</p> <ul style="list-style-type: none"> • Participation and accountability. • Resolution of Conflict. • Concerns for Equality and Justice. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • gain a sense of why government is required, • recognize the need for universal adult franchise, • appreciate need to make decisions with collective sanction, • understand key elements that influence the functioning of democracy.
<p>UNIT 3: Local Government This unit familiarizes the student with both rural and urban local government. It covers the <i>Panchayati Raj</i>, rural administration and urban government and administration. The effort is to have the child draw contrasts and comparisons between the ways in which urban and rural local government function.</p> <p><i>Section 1</i> Panchayati Raj</p> <ul style="list-style-type: none"> • Description of panchayat including electoral process, decision making, implementation of decisions • Role of a gram sabha • Women and the panchayat <p><i>Section 2</i> Urban Local Government</p> <ul style="list-style-type: none"> • Municipal corporation elections, decision making structures • The provision of water and the work of the municipal corporation • Citizens protests to get their grievances addressed 	<p>To enable children to</p> <ul style="list-style-type: none"> • understand local level of government functioning, • understand the workings of the panchayati raj and appreciate its importance, • gain a sense of who performs what role within the local administration, • understand how the various levels of administration at the local level are interconnected, • understand the intricacies involved in the local administration's provision of water.

<p><i>Section 3</i> Rural Administration</p> <ul style="list-style-type: none"> • Focus on a land dispute and show the role of local police and <i>patwari</i>. • On land records and role of <i>patwari</i>. • On the new inheritance law. 	
<p>UNIT 4: Making a Living This unit focuses on individuals earn a livelihood both in the rural and the urban context. The rural context focuses on various types of farmers and the urban one on various types of occupations people engage in to earn an income. The student should be able to compare and contrast the urban and the rural context.</p> <p><i>Section 1</i> Rural Livelihoods</p> <ul style="list-style-type: none"> • Various types of livelihoods prevalent in a village. • Different types of farmers: middle farmer, landless laborers and large farmers. <p><i>Section 2</i> Urban Livelihoods</p> <ul style="list-style-type: none"> • Difference between primary, secondary and tertiary occupations. • Descriptions of various types of livelihoods including vegetable vendor, domestic servant, garment worker and bank employee. • Differences between self-employed, regular employment and wage employment. • The inter linkage between rural and urban lives through a discussion of migration. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand conditions that underline and impact life strategies of various groups of people, • understand that these conditions and opportunities for making a living are not equally available to all.

Learning Indicators for Social Science Grade VII

Social and Political Life

Pedagogical Process	Learning Indicators
<p>Provide case studies, real life experiences to show different ways of inequality that exists in the society. Allow the learner to find more about such experiences from different parts of the world and discuss them in groups.</p> <p>Introduce the learner to certain core concepts, such as equality, dignity, rule of law, etc. that influence Democracy as a political system.</p> <p>Discussions on India's own experiences over time, and the solutions advocated by national governments, as well as the problems they have encountered give learners a firm sense of locality, region and nation in an interconnected and complex manner.</p> <p>Debates on the intentions of government/political parties that have stimulated policy, the ideals and compulsions that have guided them, provide scope for enhancing critical thinking abilities and argumentation skills.</p>	<p>Learner is aware of the different aspects of diversity and how it is connected to the inequality.</p> <p>While analyzing the real life situations the learner makes inferences of the inequalities that continue to be practiced by various communities in spite of the provisions for equality in the constitution.</p> <p>Learner articulates the main ideas and concepts in their own words and tries to apply these in different contexts.</p> <p>Draws upon the main ideas in the text by comparing and contrasting concrete situations.</p> <p>The learner infers and extrapolates from situations given and poses questions on contemporary issues.</p> <p>Responds to any situation of discrimination and inequality with regard to caste, religion and gender.</p> <p>Demonstrates sense of a just society and strives for it.</p>
<p>Provide opportunities to the learners to find out from newspapers, articles, etc. on the people's movements around various social and economic issues and how it has resulted in the government's passing of new laws and programs.</p>	<p>Learner shows understanding of equality and democracy as a dynamic concept and reflects on the people's movements around social and economic issues.</p> <p>Understands that conditions and</p>

<p>Expose learners to various situations and case studies for understanding the concept of equality, its importance in democracy and how far equality exists in democratic India. Let them imagine themselves to be facing such situations of inequality and write on how they would have done/reacted.</p> <p>Learners are given opportunity to debate on the various acts, laws, etc. enacted by the government to provide equality to the citizens and live with dignity, e.g. the Disabilities Act of 1995. Let the learners discuss on why this is essential and how far it is being implemented and successful in allowing persons with disability to live safely and with dignity. Give them opportunities to talk to these individual and find out their views in this regard.</p>	<p>opportunities for making a living are not equally available to all. Believes in equality of opportunity for all people.</p> <p>Appreciates the work done by one-self and others and reflects on them.</p> <p>Recognizes and does activities assuming responsibility to contribute towards solution on social, economic and political problems or issues.</p> <p>Shows empathy towards the people who are not provided with equal opportunities and thinks for viable solution to lead a life with equal rights and dignity for all.</p>
<p>Expose learners to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she/he can develop a broad understanding of the relationship between the State and Citizens.</p> <p>Ask learners to prepare a newspaper in the class where groups of students will act as editors, reporters, etc.</p>	<p>Demonstrates through writings how media can facilitate interaction between the government and citizens.</p> <p>Gains a critical sense of the impact of media on people's lives and choices.</p> <p>Appreciates the significance of people's movements in gaining this right.</p>
<p>Narrating case studies, experiences, etc provide scope for understanding that gender is a social construct and not determined by biological difference.</p> <p>Provide opportunities to interrogate gender constructions in different social and economic contexts and critically think about the gendered nature of all issues raised.</p>	<p>Analyses of everyday experiences in the domain of gender enable the learner to understand how these are related to the creation of differences that are discriminatory in nature.</p> <p>Learner argues for providing equal opportunities to all irrespective of gender and articulates on how lack of facilities like sanitation, transport, water, etc. impact women and girls more acutely.</p> <p>Expresses concern for gender related issues and reacts against unequal treatment.</p> <p>Links the concepts learned with everyday practices and questions the practices in case of existence of inequality.</p>

<p>Discuss various types of markets and how people access these.</p> <p>Visit different types of markets in the area and talk to the sellers and buyers to examine the workings of an actual market.</p>	<p>Understands markets and their relation to everyday life, how it functions as a link between scattered producers and consumers. Gains a sense of inequity in market operations.</p>
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Geography

Pedagogical Process	Learning Indicators
<p>Providing opportunities to sensitize them about the environment, encouraging them to observe the surroundings.</p> <p>Motivating them to observe characteristics of different environments.</p> <p>Encouraging them to care for their immediate environment.</p>	<p>Understands the inter relationship between natural environment and human habitation. Correlates the knowledge with daily life experiences with reasoning.</p> <p>Compares one's own surroundings with other environmental settings.</p> <p>Appreciates the cultural differences existing in the world.</p> <p>Knows about four realms of the earth and their relevance.</p> <p>Appreciates the cultural differences existing in the world which is an outcome of interaction, between human beings and their environment.</p> <p>Reflects environmental concern in her/his behavior, e.g. switching off the lights before leaving a room, closing the tap properly, reusing/recycling paper, etc.</p>

History

Pedagogical Process	Learning Indicators
<p>Familiarize the students with the changing names of the land and discuss broad historical trends. Give examples of the kinds of sources e.g. buildings, chronicles, paintings, coins, inscriptions, documents, music, literature, that historians use for studying the period.</p>	<p>Shows understanding of different names used for the sub continent. The learner comprehends passages from primary sources as given in the textbook. Tries to summarize the main points of a given passage and appreciates its basic thrust. The learner attempts to interpret visual material and often tries to find out the differences/similarities between her own life and surroundings with the one depicted in the visual.</p>

Trace the patterns of political developments and military conquests and develop an understanding of the connections between political and economic processes through the exploration of one specific example.	Shows awareness of significant political, economic, social and cultural developments and also tries to relate India's past with contemporary developments in other parts of the world.
Familiarize learners with the development of political institutions, and relationships amongst rulers as well as with strategies of military control and resource mobilization. The learners can be asked to look for any building built by Delhi Sultans in their area and can be motivated to describe these buildings with sketches.	Shows awareness of major developments and takes interest in exploring her/his area, preparing a write up and drawing a sketch of the building.
Trace the political history of the 16th and 17th centuries and discuss the impact of an imperial administration at the local and regional levels. Motivate students to look at textual sources critically.	Shows understanding of the political history of the period. She/he takes interest in reading textual sources and shares her/his observations with her/his peer group.
Discuss the varieties of monumental architecture, range of materials, skills and styles used and resources required for building works. Students can be asked to prepare a collage and monuments showing different architectural styles.	Appreciates the varieties of monumental architecture in different parts of the country and prepares a picture album showing varieties of monumental architecture with a brief description of each.
Discuss the varieties of urban centers, trace the origins and histories of towns, and demonstrate the differences between founded towns and those that grow as a result of trade. Traveler's accounts, contemporary maps and official documents are used to give learners an idea of the information they contain.	Attempts to find out the differences/similarities between present day urban centers with the one discussed in the chapter. The learner keenly observes different sources.
A discussion on tribes, nomads and itinerant groups can be initiated with a focus on the changes in the caste structure.	Understands that the history of one region or community cannot be presented as the history of the country and appreciates that different regions, people and communities had contributed towards the making of the history of humankind.
Indicate the major religious ideas and practices that began during this period. Encourage learners to find out any dargah, gurudwara or temple associated with saints of the bhakti tradition in their neighborhood.	Shows an understanding of major belief systems and takes interest in exploring her surroundings.
Give the learner an opportunity to work on different developments (regional languages, literatures, painting and music) in groups as project work is given. Familiarize them with	Takes interest in group work and during group activity, she/he takes responsibility for her/his group. A plan work for her/his and other group members, take turn to coordinate

<p>the developments of the independent and autonomous States in the subcontinent and motivate them to collect popular tales about the rulers of any of these States.</p>	<p>and share in the group, listens to others, negotiates differences, makes rules for better functioning of the group and also takes decisions/initiatives collectively.</p> <p>Likes to explore her surroundings and takes initiative in talking to elders and consulting the library to collect popular tales.</p>
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Grade VII: OUR PASTS – II

Themes	Objectives
<p>Where, When and How</p> <p>(a) Terms used to describe the subcontinent and its regions with a map.</p> <p>(b) An outlining of the time frame and major developments.</p> <p>(c) A brief discussion on sources.</p>	<p>(a) Familiarize the student with the changing names of the land.</p> <p>(b) Discuss broad historical trends.</p> <p>(c) Give examples of the kinds of sources that historians use for studying this period. E.g., buildings, chronicles, paintings, coins, inscriptions, documents, music, literature.</p>
<p>New Kings and Kingdoms</p> <p>(a) An outline of political developments c. 700-1200</p> <p>(b) A case study of the Cholas, including agrarian expansion in the Tamil region.</p>	<p>(a) Trace the patterns of political developments and military conquests – Gurjara Pratiharas, Rashtrakutas, Palas, Chahamanas, Ghaznavids.</p> <p>(b) Develop an understanding of the connections between political and economic processes through the exploration of one specific example.</p> <p>(c) Illustrate how inscriptions are used to reconstruct history.</p>
<p>The Sultans of Delhi</p> <p>(a) An overview.</p> <p>(b) The significance of the court, nobility and land control.</p> <p>(c) A case study of the Tughlaqs.</p>	<p>(a) Outline the development of political institutions, and relationships amongst rulers.</p> <p>(b) Understand strategies of military control and resource mobilization.</p> <p>(c) Illustrate how travelers’ accounts, court chronicles and historic buildings are used to write history.</p>
<p>The Creation of An Empire</p> <p>(a) An outline of the growth of the Mughal Empire.</p> <p>(b) Relations with other rulers, administration, and the court.</p> <p>(c) Agrarian relations.</p> <p>(d) A case study of Akbar.</p>	<p>(a) Trace the political history of the 16th and 17th centuries.</p> <p>(b) Understand the impact of an imperial administration at the local and regional levels.</p> <p>(c) Illustrate how the <i>Akbarnama</i> and the <i>Ain-i-Akbari</i> are used to reconstruct history.</p>
<p>Architecture as Power: Forts and Sacred</p>	<p>(a) Convey a sense of the range of materials,</p>

<p>Places (a) Varieties of monumental architecture in different parts of the country. (b) A case study of Shah Jahan’s patronage of architecture.</p>	<p>skills and styles used to build: waterworks, places of worship, palaces and havelis, forts, gardens. (b) Understand the engineering and construction skills, artisanal organization and resources required for building works. (c) Illustrate how contemporary documents, inscriptions, and the actual buildings can be used to reconstruct history.</p>
<p>Towns, Traders and Craftsmen (a) Varieties of urban centers—court towns, pilgrimage centers, ports and trading towns. (b) Case studies: Hampi, Masulipatam, Surat.</p>	<p>(a) Trace the origins and histories of towns, many of which survive today. (b) Demonstrate the differences between founded towns and those that grow as a result of trade. (c) Illustrate how travelers’ accounts, contemporary maps and official documents are used to reconstruct history.</p>
<p>Social Change: Mobile and settled communities (a) A discussion on tribes, nomads and itinerant groups. (b) Changes in the caste structure. (c) Case studies of state formation: Gonds, Ahoms.</p>	<p>(a) Convey an idea of long-term social change and movements of people in the subcontinent. (b) Understand political developments in specific regions. (c) Illustrate how anthropological studies, inscriptions and chronicles are used to write history.</p>
<p>Popular Beliefs and Religious Debates (a) An overview of belief-systems, rituals, pilgrimages, and syncretic cults. (b) Case Study: Kabir.</p>	<p>(a) Indicate the major religious ideas and practices that began during this period. (b) Understand how Kabir challenged formal religions. (c) Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.</p>
<p>The Flowering of Regional Cultures (a) An overview of the regional languages, literatures, painting, music. (b) Case study: Bengal.</p>	<p>(a) Provide a sense of the development of regional cultural forms, including ‘classical’ forms of dance and music. (b) Illustrate how texts in a regional language can be used to reconstruct history.</p>
<p>New Political Formations in the Eighteenth Century (a) An overview of the independent and autonomous states in the subcontinent. (b) Case study: Marathas</p>	<p>(a) Delineate developments related to the Sikhs, Rajputs, Marathas, later Mughals, Nawabs of Awadh and Bengal, and Nizam of Hyderabad. (b) Understand how the Marathas expanded their area of control. (c) Illustrate how travelers’ accounts and state archives can be used to reconstruct history.</p>

Our Environment

Topics	Objectives
Environment in its totality: natural and human environment.	To understand the environment in its totality including various components both natural and human;
Natural Environment: land – interior of the earth, rocks and minerals; earth movements and major land forms. (One case study related with earthquake to be introduced)	To explain the components of natural environment; To appreciate the interdependence of these components and their importance in our life; To appreciate and develop sensitivity towards environments;
Air – composition, structure of the atmosphere, elements of weather and climate – temperature, pressure, moisture and wind. (One case study related with cyclones to be introduced)	To understand about atmosphere and its elements;
Water – fresh and saline, distribution of major water bodies, ocean waters and their circulation. (One case study related with tsunami to be introduced)	To know about distribution of water on the earth;
Natural vegetation and wild life.	To find out the nature of diverse flora and fauna.
Human Environment: settlement, transport and communication.	To explain the relationship between natural environment and human habitation; To appreciate the need of transport and communication for development of the community; To be familiar with the new developments making today's world a global society;
Human – Environment Interaction: Case Studies – life in desert regions – Sahara and Ladakh; life in tropical and sub-tropical regions – Amazon and Ganga-Brahmaputra; life in temperate regions – Prairies and Veldt.	To understand the complex inter relationship of human and natural environment; To compare life in one's own surrounding with life of other environmental settings; To appreciate the cultural differences existing in the world which is an outcome of interaction, between human beings and their environment;
<p>Project/Activity</p> <ul style="list-style-type: none"> • Collect stories / find out about changes that took place in their areas (identify how things/surroundings change overnight and why). • Discuss the topic “How weather forecast helps us” in your class after assigning the role of a farmer, a hawker, a pilot of an airplane, a captain of ship, a fisherman and an engineer of a river dam to different students. • Write observations about local area house types, settlements, transport, communication and vegetation. <p><i>Note:</i> Any similar activities may be taken up.</p>	

DEMOCRACY AND EQUALITY

Rationale

Democracy and Equality are the key ideas to be engaged with this year. The effort is to introduce the learner to certain core concepts, such as equality, dignity, rule of law etc that influence Democracy as a political system. The role of the Constitution as a document that provides the guiding framework to function in a democratic manner is emphasized. This section deals with making the link between democracy and how it manifests itself in institutional systems in a concrete and live manner through case studies and real experiences. The objective is not to represent democracy as a fixed idea or system, but one that is changing and evolving. The learner is introduced to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she can develop a broad understanding of the relationship between the State and Citizens. Equality as a value is explored in some detail, where its relationship with democracy is highlighted and the challenges or questions it raises on inequities and hierarchies that exist at present in society is also discussed. An analysis of everyday experiences in the domain of gender enables the learner to understand how these are related to the creation of differences that are discriminatory in nature.

Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes	Objectives
<p>UNIT 1: Democracy This unit will focus on the historical as well as the key elements that structure a democracy. The structures in place to make people's representation a reality will be discussed with reference to its actual functioning.</p> <p>Section 1 Why Democracy Two main thrusts</p> <ul style="list-style-type: none"> • Historical What were some of the key junctures and transformations in the emergence of democracy in modern societies? • Key Features <ul style="list-style-type: none"> – The different systems of power that exist in the world today. – Significant Elements that continue to make Democracy popular in the contemporary world: • Formal Equality. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • develop an understanding of the rule of Law and our involvement with the law, • understand the Constitution as the primary source of all laws, • develop the ability to distinguish between different systems of power, • understand the importance of the idea of equality and dignity in democracy, • develop links between the values/ideas of democracy and the institutional forms and processes associated with it, • understand democracy as representative government, • understand the vision and the values of the Constitution.

<ul style="list-style-type: none"> • Decision Making mechanisms. • Accommodation of differences. • Enhancing human dignity. <p>Section 2 Institutional Representation of Democracy</p> <ul style="list-style-type: none"> • Universal Adult Franchise. • Elections. • Political parties. • Coalition Governments. 	
<p>Unit 2: State Government</p> <p>This unit will focus on the legislative, executive and administrative aspects of state government. It will discuss processes involved in choosing MLAs, passing a bill and discuss how state governments function through taking up one issue. This unit might also contain a section on the nation-state.</p> <p>Section 1: Its working</p> <ul style="list-style-type: none"> • Main functionaries-broad outline of the role of the Chief minister and the council of ministers <p>Section 2: Its functioning Through one example: land reform/irrigation/education/water/health discuss</p> <ul style="list-style-type: none"> • The nature of the role played by the government – regarding resources and services. • Factors involved in distribution of resources/ services. • Access of localities and communities to resources/ services. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • gain a sense of the nature of decision-making within State government. • understand the domain of power and authority exercised by the state government over people’s lives. • gain a critical sense of the politics underlying the provision of services or the distribution of resources.
<p>UNIT 3: Understanding Media</p> <p>In this unit the various aspects of the role of a media in a democracy will be highlighted. This unit will also include a discussion on advertising as well as on the right to information bill.</p> <p>Section 1 : Media and Democracy Media’s role in providing the following:</p> <ul style="list-style-type: none"> • providing information, • providing forum for discussion/debate creating public opinion. <p>Media ethics and accountability.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand the role of the media in facilitating interaction between the government and citizens, • gain a sense that government is accountable to its citizens, • understand the link between information and power, • gain a critical sense of the impact of media on people’s lives and choices, • appreciate the significance of people’s

<p>Relationship between Government and Information A case-study of the popular struggle that brought about the enactment of this legislation. <i>Section 2 : On Advertising</i></p> <ul style="list-style-type: none"> • Commercial Advertising and consumerism, • Social advertising. 	<p>movements in gaining this right.</p>
<p>UNIT 4: Unpacking Gender</p> <p>This unit is to understand the role gender plays in ordering our social and economic lives. <i>Section 1 : Social Aspects</i> Norms, values that determine roles expected from boys and girls in the:</p> <ul style="list-style-type: none"> • family, • community, • schools, • public spaces, • understanding Inequality: The role of gender in creating unequal and hierarchical relations in society. <p><i>Section 2 : Economic Aspects</i></p> <ul style="list-style-type: none"> • gender division of labor within family, • value placed on women’s work within and outside the home, • the invisibilization of women’s labor. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand that gender is a social construct and not determined by biological difference, • learn to interrogate gender constructions in different social and economic contexts, • to link everyday practices with the creation of inequality and question it.
<p>UNIT 5: Markets Around Us</p> <p>This unit is focused on discussing various types of markets, how people access these and to examine the workings of an actual market. <i>Section 1</i></p> <ul style="list-style-type: none"> • On retail markets and our everyday needs • On role and impact of wholesale markets how are these linked to the above • People’s access to markets depends upon many factors such as availability, convenience, credit, quality, price, income cycle etc. <p><i>Section 2</i> Examine the role of an observable wholesale market such as grain, fruit, or vegetable to understand the chain of activities , the role of intermediaries and its impact on farmer - producers.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand markets and their relation to everyday life, • understand markets and their function to link scattered producers and consumers, • gain a sense of inequity in market operations.

Learning Indicators for Social Science Grade VIII

Social and Political Life

Pedagogical Process	Learning Indicators
<p>Using story boards, case studies, etc. to show how the constitutional values and visions are connected to the reality of contemporary India and to look at the constitution as an inspiring and evolving document.</p> <p>Leads a discussion on the evolution of Indian Constitution, provisions of the Constitution relating to fundamental rights.</p>	<p>Demonstrates understanding of the constitutive principles and attempts to make connections of the values imbibed in the constitution to the reality.</p> <p>Develops awareness of the influence of anti-colonial struggle on Indian democracy and its dynamic nature of evolving.</p> <p>Attempts to connect constitutional values and vision to the reality.</p> <p>Understands Constitution as a visionary document and finds out ways to use it to address issues of injustice and oppression.</p> <p>Expresses respect, values for and defends basic human rights and privileges ensured by the constitution</p> <p>Takes into consideration the welfare of all, whenever she/he is given opportunity to make choices; decides and accepts the opinion of majority</p>
<p>Discuss on various types of domination within a religion or between religions and let the students using examples narrate how secularism can promote freedom and equality between and within religions.</p> <p>Let the students conduct debate on issues of religious practices that might lead to discrimination and domination. Let them discuss on how the state can intervene in such</p>	<p>Expresses views in favor of protecting religious freedom of individuals.</p> <p>Analyses the religious practices without any prejudice and puts forth arguments for or against abolition of these practices.</p> <p>Suggests ways of intervention that can be undertaken by the State with due regard to religious beliefs and not hurting anyone,</p>

<p>matters and whether it has to intervene.</p>	<p>thereby promoting secularism.</p>
<p>Discuss the functioning of parliamentary government and the roles and responsibilities of the various individuals involved in it. Take any law newly constituted and assign students the task to identify how it was enacted, the steps involved in passing a new law and the peoples struggle in formulating the law.</p> <p>Let them trace out the laws that have been unpopular and find out why it is so and conduct a debate on these laws based on the fundamental rights.</p>	<p>Understands the political process and importance of democratic process of participation.</p> <p>Argues for laws even if it is unpopular, keeping in view the fundamental rights.</p>
<p>Reference to day-to-day issues, e.g. the problem of getting water, can be discussed to make them aware of issues related to human dignity and rights.</p>	<p>Takes interest in exploring her/his surroundings, issues and observes the details. She/he is aware of the basic human needs and expresses concern for making essentials of life available to all.</p> <p>Engages analytically on local issues and feels connected to people’s struggles for justice, equality and dignity.</p>
<p>Elucidate any case, present the structure and process followed by the judiciary. Trace the case from filing of FIR, movement from lower to higher courts, rationale of the judicial process, difference between civil and criminal cases, etc.</p>	<p>Understands the main elements of our judicial structure and appreciates the need for the processes followed.</p> <p>Understands what an FIR is and how to file one.</p>
<p>Engage learners in group discussions on the issues of social justice- untouchability and reservations.</p> <p>Engage learners in activities for understanding the effect of social inequalities on economic inequalities</p>	<p>Understands what is meant by marginalized and expresses critical understanding of social and economic injustices by arguing from the marginalized point of view.</p> <p>Articulates effectively an argument from the marginalized point of view.</p>
<p>Discuss about various ways by which the government is engaged in developmental activities, especially in infrastructure and social sectors.</p> <p>Ask students to make a project on the need of the government in their local area, how is the provision done and how does it impact upon people. Encourage learners to trace out the areas which require government intervention from one's own experiences and discussions with peer.</p>	<p>Shows interest in doing the project and takes care of the time target and the other requisites.</p> <p>Provides logical and systematic information of the local necessities and how the government provides these facilities.</p> <p>Imagines the life of families after the occurrence of natural disasters empathizes and reacts to the issues it throws up.</p> <p>Traces out the ways in which government helps in addressing the concerns related to</p>

<p>Case studies, newspaper clippings, etc. on natural disasters are provided and opportunities for project work related to these are given to learners.</p>	<p>fundamental rights.</p> <p>Communicates her/his arguments effectively to reason out how government tries to ensure that the unfair practices are kept at minimum.</p> <p>Articulates on the working of the government and its various functions in their locality and its links with peoples aspirations/needs.</p>
<p>The learners are introduced to social and economic problems of society like poverty, illiteracy, child and bonded labor, class, caste, gender, environment through case studies, story boards, discussions, newspaper clipping, , etc.</p> <p>Have brain storming sessions to solve problems such that each perspective contributes to shared understanding for all learners</p> <p>Discussions on comparisons between India’s experiences and global experiences are encouraged with the focus of comparison on social, cultural and political issues</p> <p>Encourage discussions on India’s interactions with the world.</p>	<p>Shows desirable attitudes towards others, national, racial, gender groups.</p> <p>Expresses ability to read variety of materials purposefully, synthesize information and make inferences.</p> <p>Discusses debates in groups expresses social adjustment, social sensitivity and expresses self-control.</p>

Geography

Pedagogical Process	Learning Indicators
<p>Introducing the meaning of resources by giving examples from their surroundings.</p> <p>Providing an opportunity to relate the content knowledge with everyday life experiences.</p> <p>Sensitizing them about the gender equality.</p> <p>Appreciating every human being as a resource, e.g. explaining to them about contribution of every human being as a potential resource of the society.</p>	<p>Learns about the meaning of resources their variety, location and distribution.</p> <p>Appreciates the importance of resources in our life. She/he is able to relate it with her/his surroundings.</p> <p>Develops awareness towards resource conservation and takes initiative towards conservation process.</p> <p>Appreciates the gender equality and respect for human dignity.</p>

History

Pedagogical Process	Learning Indicators
<p>Delineate major developments within the time frame and introduce the learner with the changing nomenclature of the subcontinent and regions.</p> <p>Introduce the learner to the sources of this period.</p>	<p>Shows awareness of significant political, economic, social and cultural developments. She/he shows familiarity with the new geographical categories and also understands that the sources of study for this period are different from those of earlier periods.</p>
<p>Unravel the story of a trading company becoming a political power and show how the consolidation of British power was linked to the formation of colonial armies and administrative structures. A role play can be conducted on this.</p>	<p>During role plays, presents her/his case keeping in mind the context of the period being taken.</p>
<p>Provide a broad view of changes within rural society through a focus on two contrasting regions. Show the continuities and changes with earlier societies. Discuss how growth of new crops disrupted the rhythms of peasant life and led to revolts.</p>	<p>Identifies the change over a period of time. For example, the learner is able to understand that with the spread of the railways and printing, life of people has changed and people have come closer and interaction has become easy. She/he appreciates that technologies, economic and social structures, political systems and cultures-all these change with the passage of time.</p>
<p>Opportunity to discuss and debate different forms of tribal societies is provided.</p>	<p>Appreciates the diversity of historical experiences.</p>
<p>Familiarize students with the processes of de-industrialization and industrialization. Give an idea of the technologies of weaving and the lives of weavers.</p>	<p>Shows concern for weavers and understands their role in the making of history and society. She/he observes her/his surroundings and tries to see the change and continuity in the situation of present day weavers</p>
<p>With the help of a map show where and how revolts originated and spread. Thereafter, a discussion on changes in colonial rule after 1857 can be initiated.</p>	<p>Takes interest in making use of maps wherever possible. While locating a place she/he often looks at historical maps and present day maps simultaneously. This helps her/his in knowing the present day names of those places and also relating those places with present day places and states.</p>
<p>Discuss the new education system – schools, syllabi, colleges, universities, technical training and provide opportunity to debate the change in the indigenous system.</p>	<p>Shows understanding of how the educational system that is seen as universal and normal today has a history. During debate she/he communicates her/his arguments effectively.</p>
<p>Discuss why so many reformers focused on the women’s question, and how they visualized a change in women’s conditions.</p> <p>Outline the history of new laws that affect women’s lives. Debates can also be organized</p>	<p>Shows concern for gender and understands women's role in the making of history and society. She/he observes her/his surroundings and tries to see the change and continuity in the condition of women.</p>

on many topics like sati, widow remarriage, child marriage and age of consent for marriage.	
Familiarize students with the biographies and writings of individuals who sought to criticize and reform the caste system. Discuss why the question of caste was central to most projects of social reform. Motivate learners to read one such autobiography or biography to have a better understanding of the working of reformers on this issue.	Develops familiarity with autobiographies, biographies, other writings and readings of some of the same. Discussions and debates in a class help the learner in appreciating the constitutional values especially those of social justice and equality.
Outline the nature of urban development in the 19th and 20 th centuries. Introduce students to the history of urban spaces through photographs. Show how new forms of towns emerged in the colonial period.	Attempts to interpret visual material and often tries to find out the differences/similarities between her/his own life and surroundings with the one depicted in the visual.
Creating environment for group discussion on the major development in the sphere of arts and articulate on why did the British history paintings in India reflect the attitudes of imperial conqueror, why some artists wanted to develop a national style of art and why did some artists produce cheap popular prints? What influence would such prints have had on the minds of the people who looked at them?	Articulates differences in the approach of British and Indian artists. She/he is enthusiastically takes part in the discussion.
Outline the major developments within the national movement and focus on a detailed study of one major event. Opportunity to work on more such case studies is given. Show how contemporary writings and documents can be used to reconstruct the histories of political movements. Debates on the successes and failures of the Indian democracy in the last fifty years, provide scope for enhancing critical thinking abilities and argumentation skills. Illustrate how newspapers and recent writings can be used to understand contemporary history.	Shows awareness of major developments and also takes interest in preparing case studies. These help her/him in finding out the diversity in historical experiences and understanding the underlying unity in many such cases. She/he appreciates that different people in different parts of the country were working for the same cause in their own way. Present her/his point of view clearly and shows self control during a debate. With the help of newspaper clippings on recent struggle for formation of a new State on linguistic ground, she/he tries to understand the period being discussed in the chapter.

Grade VIII: OUR PASTS – III

Themes	Objectives
Where, When, How (a) An overview of the period. (b) Introduction to the new geographical categories. (c) An outline of the time frame.	(a) Introduce the changing nomenclature of the subcontinent and regions. (b) Delineate major developments within the time frame. (c) Suggest how the sources of study for this

(d) An introduction to the sources.	period are different to those of earlier periods.
The Establishment of Company Power (a) Mercantilism and trade-wars. (b) Struggle for territory, wars with Indian rulers. (c) The growth of colonial army and civilian administration. <i>Regional focus: Tamil Nadu.</i>	(a) Unravel the story of a trading company becoming a political power. (b) Show how the consolidation of British power was linked to the formation of colonial armies and administrative structures.
Rural Life and Society (a) Colonial agrarian policies; their effect on peasants and landlords. (b) Growth of commercial crops. (c) Peasant revolts: focus on indigo rebellions. <i>Regional focus: Bengal and Bihar. Some comparison with later developments in Punjab.</i>	(a) Provide a broad view of changes within rural society through a focus on two contrasting regions. (b) Show the continuities and changes with earlier societies. (c) Discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts.
Colonialism and Tribal Societies (a) Changes within tribal economies and societies in the nineteenth century. (b) Tribal revolts: focus on Birsa Munda. <i>Regional focus: Chotanagpur and North-East.</i>	(a) Discuss different forms of tribal societies. (b) Show how government records can be read against the grain to reconstruct histories of tribal revolts
Crafts and Industries (a) Decline of handicrafts in the nineteenth century. (b) Brief reference to growth of industries in the twentieth century. <i>Case-studies: textiles.</i>	(a) Familiarize students with the processes of de-industrialization and industrialization. (b) Give an idea of the technologies of weaving and the lives of weavers.
The Revolt of 1857-58 (a) The rebellion in the army and the spread of the movement. (b) The nature of elite and peasant participation. <i>Regional focus: Awadh.</i>	(a) Discuss how revolts originate and spread. (b) Point to the changes in colonial rule after 1857. (c) Illustrate how vernacular and British accounts can be read to understand the rebellion.
Education and British rule (a) The new education system – schools, syllabi, colleges, universities, technical training. (b) Changes in the indigenous systems. (c) Growth of ‘National education’. <i>Case-studies: Baroda, Aligarh.</i>	(a) Show how the educational system that is seen as universal and normal today has a history. (b) Discuss how the politics of education is linked to questions of power and cultural identity.
Women and reform (a) Debates around <i>sati</i> , widow remarriage, child marriage and age of consent. (b) Ideas of different reformers on the position of women and women’s education. <i>Regional focus: Maharashtra and Bengal.</i>	(a) Discuss why so many reformers focused on the women’s question, and how they visualized a change in women’s conditions. (b) Outline the history of new laws that affect women’s lives. (c) Illustrate how autobiographies,

	biographies and other literature can be used to reconstruct the histories of women.
<p>Challenging the Caste System</p> <p>(a) Arguments for caste reform. The ideas of Phule, Veerasalingam, Sri Narayana Guru, Periyar, Gandhi, Ambedkar.</p> <p>(b) Consequences and implications of the activities of the reformers.</p> <p><i>Region: Maharashtra, Andhra.</i></p>	<p>(a) Familiarize students with the biographies and writings of individuals who sought to criticize and reform the caste system.</p> <p>(b) Discuss why the question of caste was central to most projects of social reform.</p>
<p>Colonialism and Urban Change</p> <p>(a) De-urbanization and emergence of new towns.</p> <p>(b) Implications of colonial policies and institutions – municipalities, public works, planning, railway links, police.</p> <p><i>Case-study: Delhi.</i></p>	<p>(a) Outline the nature of urban development in the 19th and 20th centuries.</p> <p>(b) Introduce students to the history of urban spaces through photographs.</p> <p>(c) Show how new forms of towns emerged in the colonial period.</p>
<p>Changes in the Arts: Painting, Literature, architecture</p> <p>(a) Impact of new technologies and institutions: art schools, printing press.</p> <p>(b) Western academic style and nationalist art.</p> <p>(c) Changes in performing arts – music and dance enter the public arena.</p> <p>(d) New forms of writing.</p> <p>(e) New architecture.</p> <p><i>Case-studies: Mumbai, Chennai.</i></p>	<p>(a) Outline the major development in the sphere of arts.</p> <p>(b) Discuss how these changes are linked to the emergence of a new public culture.</p> <p>(c) Illustrate how paintings and photographs can be used to understand the cultural history of a period.</p>
<p>The Nationalist Movement</p> <p>(a) Overview of the nationalist movement from the 1870s to the 1940s.</p> <p>(b) Diverse trends within the movement and different social groups involved.</p> <p>(c) Links with constitutional changes.</p> <p><i>Case study: Khilafat to Non Cooperation.</i></p>	<p>(a) Outline the major developments within the national movement and focuses on a detailed study of one major event.</p> <p>(b) Show how contemporary writings and documents can be used to reconstruct the histories of political movements.</p>
<p>India after Independence</p> <p>(a) National and regional developments since 1947.</p> <p>(b) Relations with other countries.</p> <p>(c) Looking to the future.</p>	<p>(a) Discuss the successes and failures of the Indian democracy in the last fifty years.</p> <p>(b) Illustrate how newspapers and recent writings can be used to understand contemporary history.</p>

Grade VIII: RESOURCES AND DEVELOPMENT

Topics	Objectives
Resources: resources and their types – natural and human.	To know the meaning of resources their variety, location and distribution;
Natural resources: their distribution, utilization and conservation, land and soil,	To understand the importance of resources in our life;

water, natural vegetation, wildlife, mineral and power resources (world patterns with special reference to India).	To appreciate the judicious use of resources for sustainable development; To develop awareness towards resources conservation and take initiative towards conservation process;
Agriculture: types of farming, major crops, food crops, fibers, beverages, agricultural development – two case studies – one from India and the other from a developed country/a farm in the US/ Netherlands/ Australia.	Learn about various types of farming and agricultural development in two different regions.
Industries: classification of industries based on size, raw material, ownership; major industries and distribution; infrastructure and development. Iron and Steel (a comparative study of Jamshedpur and a centre in USA e.g., Detroit). Textile Industry (Ahmedabad and Osaka). Information Technology (Bangalore and Silicon Valley).	To understand important forms of manufacturing industries.
Human Resources – composition, population change, distribution and density.	To understand the role of human resources in development of nation's economy.
<p>Project/Activity</p> <ul style="list-style-type: none"> • Observe and report about local agricultural practices, crops grown/manufacturing industries. • Collect information regarding some endangered plants and animal species of India. • Visit to an industry/local agricultural farm. • Prepare a chart showing difference between life style of farmers in the developed countries and India on basis of pictures collected from magazines, newspapers and the internet. <p><i>Note: Any similar activities may be taken up.</i></p>	

RULE OF LAW AND SOCIAL JUSTICE

Rationale

The theme of law and social justice for Class VIII attempts to connect constitutional values and vision to the reality of contemporary India and to look at the constitution as an inspiring and evolving document. Some provisions of the constitution relating to fundamental rights, parliamentary form of government, role of the judiciary and economic role of government are the topics discussed in this light. The attempt is to move from listing rules and functions to discussing some of the key ideas underlying the working of these institutions. The role of people as desiring and striving for a just society and hence responding and evolving laws and structures that govern us is brought forth.

Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes	Objectives
<p>UNIT 1: The Constitution This unit focuses on the Constitution through first highlighting why there is a need for laws and then showing how the Constitution is the framework that determines the making of laws in this country. Aspects of secularism as well as economic justice are highlighted with respect to the Constitution.</p> <p><i>Section 1</i> The Role of the Constitution and the Need for Laws</p> <ul style="list-style-type: none"> • On need for laws discussed through an example like dowry, • Role of Constitution in determining the authority/ legitimacy of the law, • Laws and Dissent: Salt Satyagraha and a post-1947 example such as anti-liquor agitation. <p><i>Section 2</i></p> <ul style="list-style-type: none"> • Vision set forth in the Indian Constitution with a focus on secularism. • On how an ideal of the Constitution translates into a law • On how ideals of secularism got translated into fundamental rights. • On Fundamental rights as human rights. • On Fundamental Duties. • On whether the fact that a law exists to secure certain rights mean that in effect these rights have been realized for all. This will be discussed with examples from current efforts of various marginalized communities to realize their rights. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • develop an understanding of the rule of law and our involvement with the law, • understand the Constitution as the primary source of all our laws, • understand laws as evolving and subject to change. • understand the vision and the values of the Constitution, • develop an appreciation of human rights guaranteed in the Constitution • appreciate our continuous involvement with the constitution as a living document
<p>UNIT 2: Parliamentary Government In this unit the functioning of parliamentary government and the roles and responsibilities of the various individuals involved in explained in context. In addition the workings of the central government are explained</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand why India chose a parliamentary form of govt, • gain a sense/rationale of the essential elements of the parliamentary form of government,

<p>through the steps involved in passing a new law that arose out of people's struggles.</p> <p><i>Section 1</i></p> <ul style="list-style-type: none"> • Reasons why parliamentary form chosen in India. • Main features of composition of parliament and its role in debating a bill. • Accountability of the government to the parliament. • Role of President, PM and the Council of Ministers. <p><i>Case Study:</i> Debate between Nehru and Rajendra Prasad on the real powers of the President.</p> <p><i>Section 2</i></p> <p>Understand central government through issue of minimum wages or other struggles keeping following in mind:</p> <ul style="list-style-type: none"> - Translation of felt need into law and the critical features of the legislation. - Implication of law. 	<ul style="list-style-type: none"> • analyze the role of people's agency in placing demands for legislation, • understand the ways in which the government and other groups respond to such issues.
<p>UNIT 3: The Judiciary</p> <p>This unit focuses on understanding the judiciary through tracing a case from the lower to the higher courts. It also examines the difference between civil and criminal cases and the difference between the police and the courts as well as provides information on an FIR.</p> <p><i>Section 1</i></p> <ul style="list-style-type: none"> • The structure and process followed by the judiciary: <p>Trace a case from lower to higher courts.</p> <ul style="list-style-type: none"> • Distinguish between civil and criminal cases. • Indicate the rationale of the process <p><i>Section 2</i></p> <p>Difference between the roles of the police and that of the courts.</p> <ul style="list-style-type: none"> • Role of the Public Prosecutor. • On an FIR: filing one, on the illegality of the police not accepting an FIR and the Supreme Court's directive on this. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand the main elements of our judicial structure, • appreciate the need for the processes followed, • understand what an FIR is and how to file one.
<p>UNIT 4: Social Justice and the Marginalized</p> <p>This unit focuses on issues of social justice and the marginalized. It first provides an understanding of what is meant by 'marginalized' groups. It then discusses in depth the issue of untouchability and</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand what is meant by marginalized, • gain a critical understanding of social and economic injustices, • develop skills to analyze an argument from the marginalized point of view.

<p>reservations. <i>Section 1</i> A brief explanation of what is meant by marginalized. Include how various communities (SC, ST, OBC, minorities) fit in.</p> <ul style="list-style-type: none"> • Forms of social inequality – Constitutional provisions relating to social justice. • Effect of social inequalities on economic inequalities. • On Reservations. <p><i>Section 2</i> Different forms of untouchability that continue to exist</p> <ul style="list-style-type: none"> • The law on manual scavenging with reference to existing realities in rural and urban areas. 	
<p>UNIT 5: Economic Presence of the Government Introduction of various ways by which government is engaged in developmental activities, especially in infrastructure and social sectors. Explain with an example from this area why we need the government, how is the provision done, how does it impact upon people.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • think about the role of government in the economic sphere, • see some links between people’s aspirations\ needs and role of government.

D. ASSESSMENT

What is the purpose of Assessment?

Assessment is the purposeful, systematic and ongoing process of collecting information as evidence for the purpose of making informed decisions to improve pupils’ learning. Effective assessment and evaluation gives pupils opportunities to synthesise their learning. It is an integral part of teaching and learning. Information gathered through assessment helps teachers to determine pupils’ strengths and weaknesses in their progress, and achievement of the desired learning outcomes. This information also serves to guide teachers in adapting appropriate instructional approaches and learning resources to help pupils improve their learning. Assessment is used for learning, and of learning.

Assessment of Learning

Assessment of Learning (AoL) refers to the use of assessment as a means to evaluate if curricular outcomes have been met. It is used primarily for accountability purposes – grading, ranking and certification. For these reasons, it tends to be summative in nature and is usually carried out at the end of a unit, semester or year.

Assessment for Learning

Assessment for Learning (AfL) refers to the use of assessment to support learning. It is used to shape teaching and learning in ways that help pupils master learning goals and teachers improve practices. For these reasons, it is formative in nature, takes place all the time in the classroom and is a process that is embedded in instruction.

The distinction between AoL and AfL therefore lies in the purpose of the assessment. Both AoL and AfL have their place in teaching and learning, and a balanced approach is necessary.

What are the Assessment Objectives?

The Assessment Objectives (AO) is to assess the knowledge, skills and values that pupils acquire through the learning of SS.

Knowledge - Assessment Objectives^a	
KA01	Comprehension of Knowledge Pupils should be able to <ul style="list-style-type: none"> • demonstrate relevant factual knowledge and understanding of concepts
KA02	Application of Knowledge Pupils should be able to <ul style="list-style-type: none"> • construct explanations with relevant and sound information • select and apply knowledge
KA03	Analysis of Knowledge Pupils should be able to <ul style="list-style-type: none"> • make inferences and/or find information to support ideas • see patterns and relationships in both content and ideas
KA04	Synthesis of Knowledge Pupils should be able to <ul style="list-style-type: none"> • combine ideas into a plan, proposal or product
KA05	Evaluation of Knowledge Pupils should be able to <ul style="list-style-type: none"> • make value decisions or develop opinions or judgements • compare between ideas or make choices based on reasoned argument

Skills - Assessment Objectives	
SA01	Planning Skills Pupils should be able to <ul style="list-style-type: none"> • develop a plan to locate and collect information/data • design a plan to present their work independently
SA02	Processing Skills Pupils should be able to <ul style="list-style-type: none"> • process information/data in appropriate ways based on reliability and relevance • reflect and make informed decisions based on information
SA03	Creative and Communication Skills Pupils should be able to <ul style="list-style-type: none"> • work effectively in a variety of group settings • express thoughts and feelings fluently and confidently in a group • present ideas and findings with clarity, persuasion and in creative ways

Values - Assessment Objectives	
VAO1	Pupils should be able to <ul style="list-style-type: none"> • recognise that beliefs shape one's thinking;
VAO2	<ul style="list-style-type: none"> • appreciate and respect other people's viewpoints;
VAO3	<ul style="list-style-type: none"> • exhibit the awareness of personal/collective responsibility in addressing issues that concern society; and
VAO4	<ul style="list-style-type: none"> • show integrity in the access and ethical use of information.

What is the Assessment Format?

Recommended Assessment Items	Assessment Objectives	Weightings
Quizzes, Interviews, Activities in the Activity Books, Simple Map Reading, Reflections, etc.	KAO1 KAO2 KAO3 SAO2 SAO3 VAO2 VAO3	100%

Recommended Assessment Items	Assessment Objectives	Weightings
Quizzes, Surveys, Activities in the Activity Books, Map Reading, Reflections, etc.	All AOs	60%
Performance Tasks		40%