



THE JOY OF LEARNING

Social Science



**EKYA
SCHOOLS**

We at Ekya believe in a world beyond boundaries where education should continuously evolve and adapt as the world changes.

Ekya is a community of children, educators and parents where everyone learns together. At Ekya, our students find their purpose, passion and community to make a difference in the world.

FIND New Ways to Learn

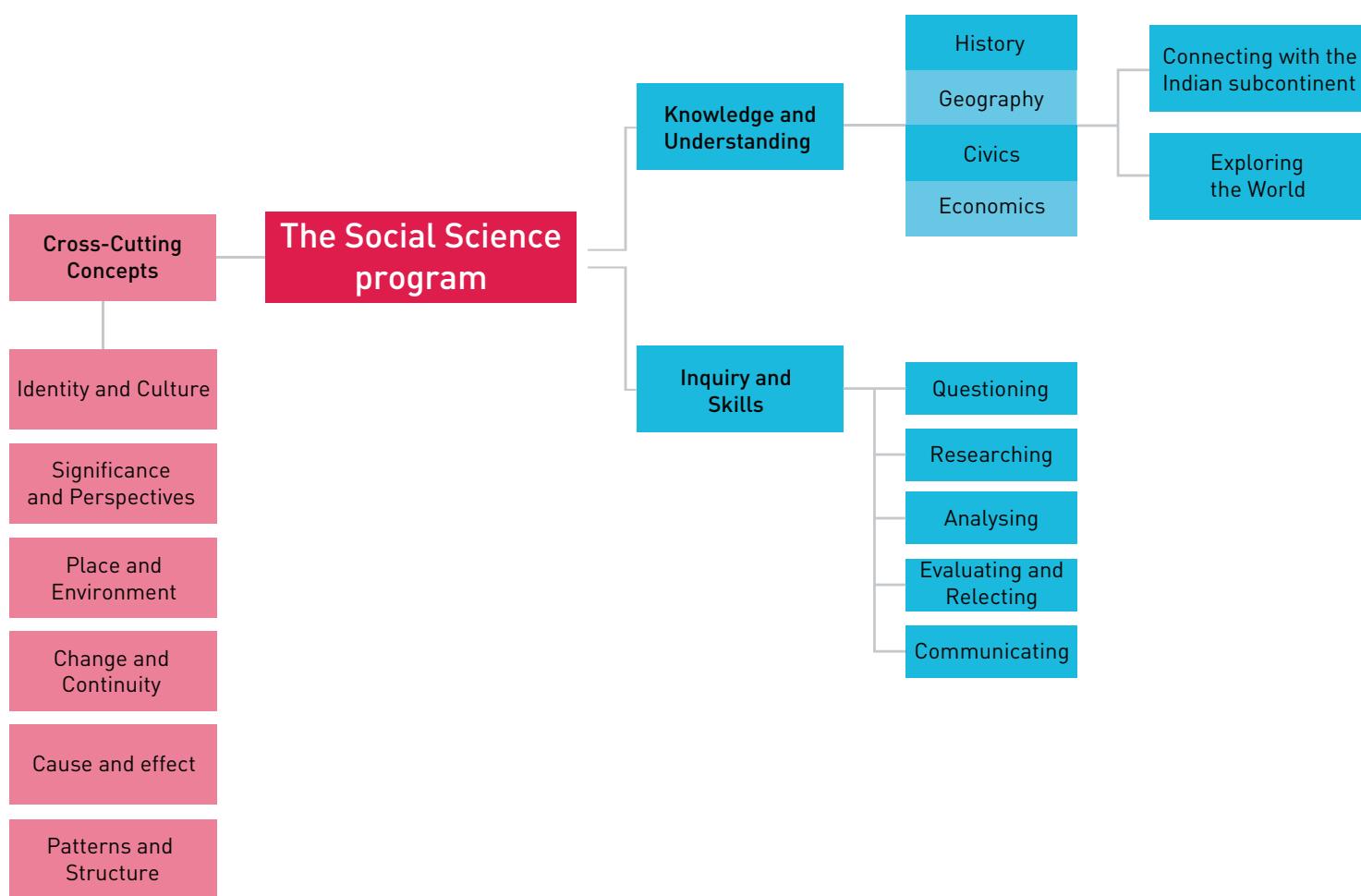
Our innovative learning model goes beyond conventional norms. We apply interdisciplinary skills to think differently and solve real-world problems. We equip students with skills such as problem-solving, collaboration, critical thinking, reflection and global awareness. Students engage in authentic tasks and challenges to investigate each learning area deeply and transfer their learning to new situations.

Social Science

The Social Science Program at Ekya Schools is focused on studying interaction and human behaviour in social, cultural, environmental, economic and political contexts. The program has a historical and contemporary focus, from personal to global contexts. Students explore different perceptions of people, places, ideas and event across disciplines.

The purpose of learning Social Science is to enable learners to:

- Develop a deeper understanding of society, law, politics and human-environment interactions.
- Critically think about issues and perspectives by recognising the different social, historical and legal contexts.
- Make informed and reasoned decisions for the public good.



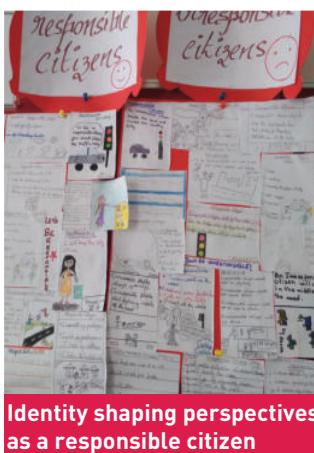
The Social Science Curriculum, therefore, ensures students learn:

- **Crosscutting concepts:** Identity and culture, significance and perspectives, place and environment, change and continuity, cause and effect, patterns and structure.
- **Knowledge and understanding:** History, Geography, Civics, Economics.
- **Inquiry and skills:** Questioning, researching, analysing, evaluating and reflecting, communicating.

Crosscutting concepts

The concepts in the Social Science curriculum allow students to learn about identity and culture, emphasise the different qualities of each individual, explore the concept of change and continuity of the past and present, diverse places and environment, and India's connection to the various parts of the world. Students learn about identities and how they shape our perspectives, how we experience the world, and how the past profoundly influences their present lives.

By understanding these cross-cutting concepts, students will effectively analyse and interpret complex social phenomena and contribute to a deeper understanding of the world around them.



Topic-Responsible citizens

Key Words:

- citizen
- community
- concern
- lead
- Participate
- Representation
- Responsibility
- Participate

Value Up:

When I have a problem, or no place, I can't discuss this with people around me, this with parents, our people are adults, and then go to the local government, can't get the next solution.

Responsibilities:

Showing responsible notes, like being, having care, disciplined, being obedient.

Characteristics: being responsible, care of your own things, principles, capable of doing something, trustworthy.

Examples:

- Non-responsible
- How through in, littering, pollution.

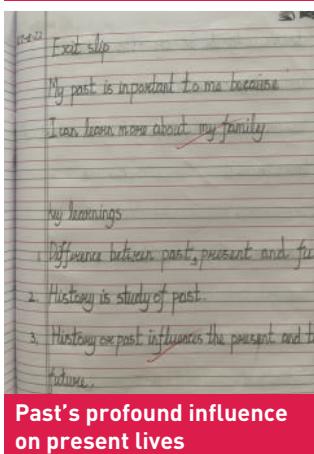
It is needed by Society:

- functional
- big group, people need
- providing services, hospitals
- providing education, school
- providing medical help
- providing enough roads
- providing enough hospitals
- education
- providing electricity

Sources of help/aid from:

- family
- friends
- parents
- local government
- police
- doctors
- schools
- hospitals
- police
- local government
- parents
- friends
- family

Identity shaping perspectives as a responsible citizen



Excerpt:

My past is important to me because I can learn more about my family.

my learnings

Difference between past, present and future.

1. History is study of past.
2. History on past influences the present and the future.

Past's profound influence on present lives

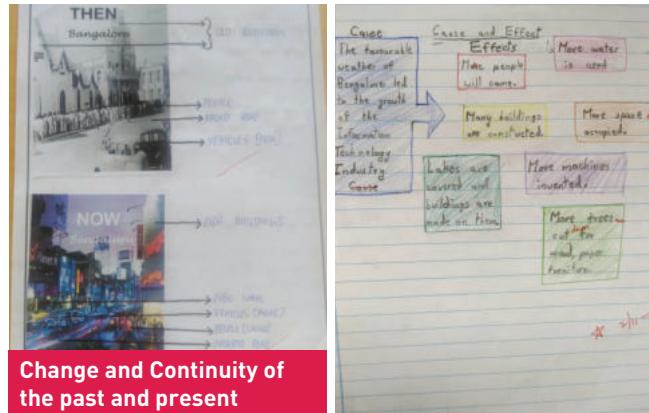
Chalkboard:

We learn about the past through people, photographs, artifacts.

1. Ordinary people (family members, friends, neighbors and important people)
2. Photographs
3. Artifacts (like coins, notes etc.)

What can we learn about the past?

- stories
- old days
- facts
- place
- building
- people
- time
- year
- metal
- king
- country



THEN Bangalore

OLD BANGALORE

PEOPLE, FOOD, HABIT

VEHICLES (BUSES)

NOW Bangalore

NEW BANGALORE

PEOPLE, FOOD, HABIT

VEHICLES (CARS)

BUILDINGS

Causes and Effects

Causes:

- The natural wealth of Bangalore led to the growth of the Information Technology Industry.
- More buildings are constructed.
- Lakes are covered and buildings are made on them.
- More trees are cut for road purpose.

Effects:

- More water is used.
- More space is occupied.
- More machines are used.
- More trees are cut for road purpose.

Change and Continuity of the past and present



Personal to global context

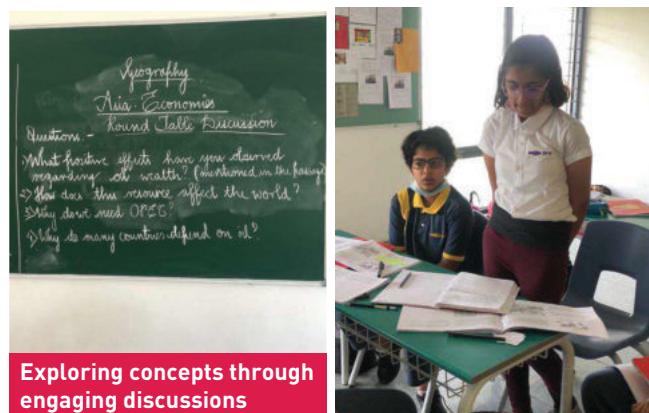
Diagram 1: A hand-drawn diagram showing concentric circles of identity. The innermost circle is labeled 'ME ON MY MAP'. Moving outwards, the circles are labeled: 'MY STREET' (with 'longs', 'crosses', 'shops', 'cars', 'people', 'trees', 'houses', 'water', 'sun', 'clouds'), 'MY TOWN' (with 'small', 'big', 'old', 'new', 'hills', 'water', 'trees', 'people', 'shops', 'houses'), 'MY STATE' (with 'big', 'small', 'hills', 'water', 'trees', 'people', 'shops', 'houses'), 'MY COUNTRY' (with 'big', 'small', 'hills', 'water', 'trees', 'people', 'shops', 'houses'), 'MY CONTINENT' (with 'big', 'small', 'hills', 'water', 'trees', 'people', 'shops', 'houses'), and 'MY PLANET' (with 'big', 'small', 'hills', 'water', 'trees', 'people', 'shops', 'houses').

Diagram 2: A hand-drawn diagram showing concentric circles of identity. The innermost circle is labeled 'Myself'. Moving outwards, the circles are labeled: 'Bangalore', 'Karnataka', 'India', 'Asia', and 'Planet Earth'.

Knowledge and understanding

The Social Science program aims at building responsible leaders and global citizens, capable of contributing meaningfully to society. Studying concepts across disciplines like History and Civics helps students understand the intricacies of human behavior, culture, and society. It provides a framework for examining complex social, economic, and political challenges and promotes social justice, equality, and well-being.

Learning about the Geography of the planet helps students understand the dynamics that shape our world, while studying History equips them with an understanding of the past and how it influences the present. Studying Economics equips students with valuable skills for navigating complex issues such as globalisation and inequality.



Geography Asia-Economics Round Table Discussion

Questions -

- What positive effects have you observed regarding oil wealth? (mentionned in the book)
- ⇒ How does the resource affect the world?
- ⇒ Why don't most OPEC?
- ⇒ Why do many countries depend on oil?

Exploring concepts through engaging discussions



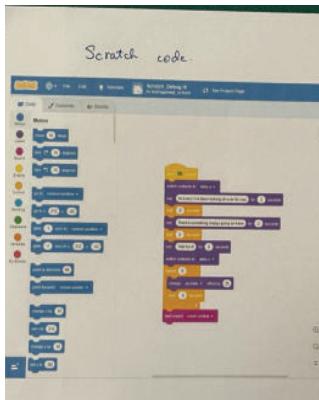
Inquiry and skills

The study of Social Science fosters critical thinking, problem-solving, and decision-making skills in students through inquiry and skill-building. The curriculum offers students opportunities to learn, analyse, and interpret data, as well as to assess and evaluate evidence.

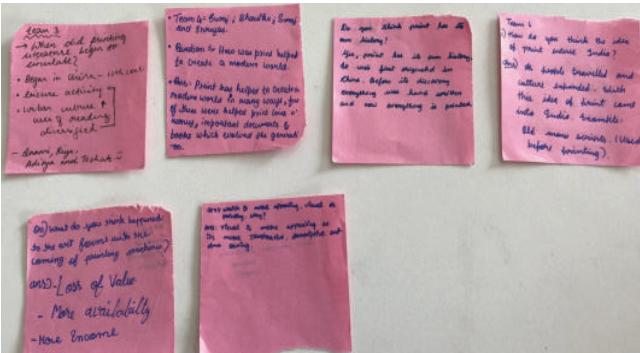
In addition, students develop research skills such as formulating research questions, collecting and analysing data, and effectively communicating their findings.



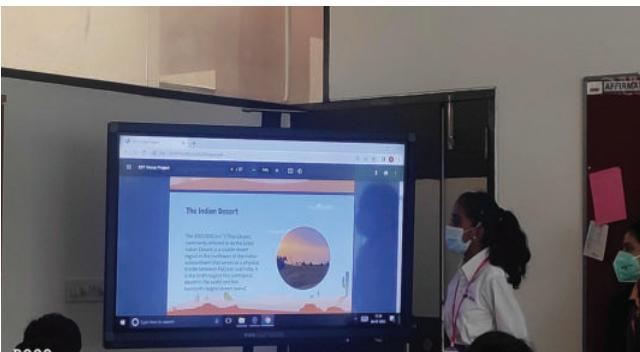
Q. According to the given situation, the person shows as sign of caution, fear, anger, etc.
 Ans. Separation is trying to get them to stop whatever violent, harmful action they are doing. Step away from the place. It is a sign of caution.
 Q. Yes, it is a sign of caution.
 Ans. The person tries to stop the people as a sign of caution and concern.
 Q. One question, regarding the event.
 Ans. Why did Gandhiji suspend the Non-Cooperation movement?



Critically thinking on issues and perspectives



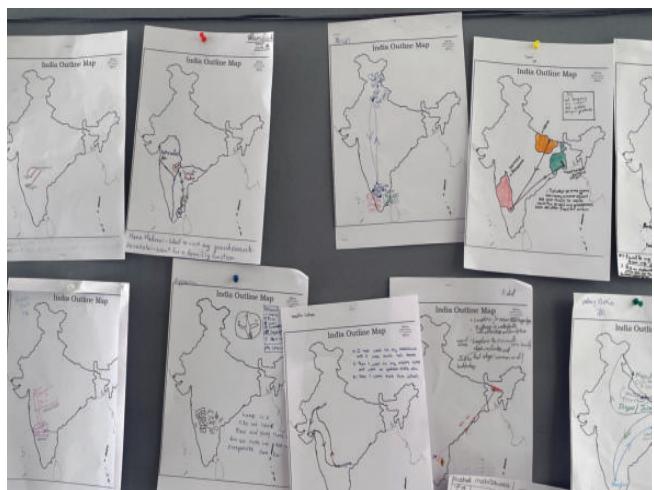
Developing communication and presentation skills



Learning the elements of a map, our students create their maps with essential elements represented on a grid map.



A visual board of students' holiday journeys is an insight into their skills in identifying and labelling the places with their reflection.



Using concept maps helps learners see the big picture and visualise the relationships.

