

DAV CENTENARY PUBLIC SCHOOL, PASCHIM ENCLAVE NEW DELHI-87  
ACADEMIC PLAN (2016-17)

CLASS: - IV

SUBJECT:-SOCIAL SCIENCE

SESSION:- 2016-17

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	<u>Learning</u> <u>Outcome/Objective</u>	HW	<u>Activities</u>	<u>Life Skills</u>	<u>Attitudes/</u> <u>Values</u>
April	18	<p><b><u>L-1: Family Relationships</u></b></p> <p><b>Concept of family</b></p> <ul style="list-style-type: none"> <li>❖ <b><u>Family types</u></b> <ul style="list-style-type: none"> <li>➤ Joint Family</li> <li>➤ Nuclear family</li> </ul> </li> <li>❖ Factors responsible for bringing about a change in family system in India</li> </ul>	<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>➔ Understand the concept of family</li> <li>➔ Identify the importance of family</li> <li>➔ Classify the family types</li> <li>➔ Appraise the advantages of living in a Joint family</li> <li>➔ Know the factors responsible for bringing about a change in the family fibre in India</li> </ul>	3-4	<ul style="list-style-type: none"> <li>❖ Survey(Family structures prevailing in India)</li> <li>❖ Case Study</li> </ul>	<ul style="list-style-type: none"> <li>❖ Decision making</li> <li>❖ Interpersonal skills</li> <li>❖ Effective learning and communication</li> <li>❖ Problem solving</li> </ul>	<p>Attitude Towards society, family</p> <p><u>Values</u> Trust and faith, rationality in decision making</p>
April & May	18 + 15	<p><b><u>L-2 Sensitivity towards others</u></b></p> <ul style="list-style-type: none"> <li>➤ Sensitivity towards the needs of others</li> <li>➤ Differently abled people <ul style="list-style-type: none"> <li>• Blind</li> <li>• Deaf</li> </ul> </li> <li>➤ How to develop sensitivity towards others</li> </ul>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>➔ Understand the needs of elderly and differently abled people</li> <li>➔ Express and extend sensitivity towards others.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>❖ Case study on good touch and bad touch</li> <li>❖ Interview of a blind person or student</li> <li>❖ Visit to a blind School</li> <li>❖ Project on special organizations which dedicate their services for these differently abled people.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Coping with Stress and emotions</li> <li>➔ Effective Communication</li> <li>➔ Empathy</li> <li>➔ Interpersonal skills</li> </ul>	<p>Attitude Towards society</p> <p>Inculcate Sensitivity towards old and differently abled respect for all people</p>

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	<u>Learning</u> <u>Outcome/Objective</u>	HW	<u>Activities</u>	<u>Life Skills</u>	<u>Attitudes/</u> <u>Values</u>
July	19	<p><b><u>L-3 Celebrating our diversity</u></b></p> <ul style="list-style-type: none"> <li>➤ Festivals of India</li> <li>➤ Marriage Rituals</li> </ul> <p><b><u>L-9 Directions</u></b></p> <ul style="list-style-type: none"> <li>➔ Cardinal and intermediary directions</li> <li>➔ Importance of directions</li> <li>➔ Concept of compass and its uses</li> <li>➔ Concept of map and a sketch</li> <li>➔ Important components of a map</li> <li>➔ Types of maps</li> </ul>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>➔ Understand the diversity prevailing in our country in terms of culture and festivity</li> <li>➔ Understand that each religion/community celebrate marriages in its own way</li> <li>➔ Generalise that diversity creates variety and richness which makes our culture unique.</li> </ul> <p>❖ The learners will be able to</p> <ul style="list-style-type: none"> <li>➔ Understand the importance of the knowledge of cardinal directions</li> <li>➔ Identify intermediary directions</li> <li>➔ Understand the concept of compass and its uses</li> <li>➔ Understand the difference between map &amp; a sketch</li> <li>➔ Understand the importance and uses of a scale, symbols and colours to be able to read the map.</li> </ul>	4-5	<ul style="list-style-type: none"> <li>❖ Declamation (Exploring the colours of India)</li> <li>➔ Map Reading(as per directions)</li> <li>➔ Make a sketch(The students will be asked to draw a route map from their home to school and use different symbols to indicate various land marks)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Interpersonal skills</li> <li>➔ Empathy</li> <li>➔ Effective Communication</li> <li>➔ Critical Thinking</li> <li>➔ Decision making</li> <li>➔ Problem solving</li> <li>➔ Effective Communication</li> <li>➔ Creative thinking</li> </ul>	<p>Attitude Towards society, national Integration</p> <p>Inculcate Social Values</p> <p>➔ Global awareness</p>

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	<u>Learning</u> <u>Outcome/Objective</u>	HW	<u>Activities</u>	<u>Life Skills</u>	<u>Attitudes/</u> <u>Values</u>
August	20	<b><u>L-4: An Ideal Home</u></b>  ❖ Features of an ideal home	The learners will be able to → Describe the concept of an Ideal Home. → List out the features of an ideal home. → Identify and choose a healthy and hygienic environment.	2-3  3-4	❖ Maintenance chart ❖ Picture analysis	→ Decision making → Analytical Skills → Problem solving Self awareness	National Conscious
August & September	20 + 14	<b>L-13 India - Our Motherland</b>  ❖ Continents of the world ❖ Indian states and its capitals ❖ Physical features of India	The Learner will be able to → Identify and locate the continents on a world map. → State the capitals of the Indian states and union territories → Understand that India is a vast country → Obtain the knowledge about the various physical features prevailing in India → Distinguish between a physical and political map		Socio Bola	→ Critical Thinking → Problem Creative Thinking	National Conscious Responsibility towards Nation

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	<u>Learning</u> <u>Outcome/Objective</u>	HW	<u>Activities</u>	<u>Life Skills</u>	<u>Attitudes/</u> <u>Values</u>
October	15	<p><b><u>L-7 The Works we Do</u></b></p> <ul style="list-style-type: none"> <li>❖ Concept of occupation</li> <li>❖ Types of occupations</li> <li>❖ Factors which affect the occupation of an area</li> <li>❖ Concept of Labour</li> <li>❖ Types of labour <ul style="list-style-type: none"> <li>• Manual</li> <li>• Intellectual</li> </ul> </li> <li>❖ Dignity of Labour</li> </ul> <p><b><u>L-5: Bricks and Bridges</u></b></p> <ul style="list-style-type: none"> <li>❖ Concept of Temporary and permanent houses</li> <li>❖ Brick making process</li> <li>❖ Types of bridges</li> </ul>	<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>→ Understand the concept of occupation.</li> <li>→ Identify the various types of occupations</li> <li>→ Analyze the various factors that decide the occupation of an area.</li> <li>→ Understand the concept of Labour</li> <li>→ Gain knowledge on the concept of Manual and Intellectual labour.</li> <li>→ Develop a sense of respect for all types of labour</li> <li>→ Understand the importance of dignity of labour</li> </ul> <p>The learners will be sensitized about Dignity of Labour. The learners will be able to</p> <ul style="list-style-type: none"> <li>→ Understand and Distinguish between temporary and permanent house.</li> <li>→ List out different materials used to build different types of houses.</li> <li>→ Know the process of brick making</li> <li>→ Classify bridges into different types.</li> <li>→ Analyze the role played by flyovers and bridges in the easy movement of traffic.</li> </ul>	<p>3-4</p> <p>3-4</p>	<ul style="list-style-type: none"> <li>❖ Interview (Manual &amp; Intellectual labour at school or home)</li> </ul> <p>Locating different bridges of India on a map.</p>	<ul style="list-style-type: none"> <li>→ Critical Thinking</li> <li>→ Self awareness</li> <li>→ Inter personal skills</li> <li>→ Problem Solving</li> <li>→ Decision making</li> <li>→ Decision making</li> <li>→ Problem solving</li> <li>→ Critical thinking</li> </ul>	

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	Learning Outcome/Objective	HW	<u>Activities</u>	Life Skills	Attitudes/ Values
November		<u>L-8 Leisure time</u> <ul style="list-style-type: none"> <li>❖ Types of games <ul style="list-style-type: none"> <li>• Indoor</li> <li>• Outdoor</li> </ul> </li> <li>❖ Features of Indoor and Outdoor games</li> <li>❖ Importance of Leisure time in our life</li> </ul> <p>→</p>	The Learner will be able to <ul style="list-style-type: none"> <li>→ Understand the concept of indoor and outdoor games.</li> <li>→ Classify the various games into indoor and outdoor activities</li> <li>→ Understand the importance and significance of leisure time in the life of an individual</li> <li>→ List the features of various leisure time activities of ancient and modern India</li> <li>→ Understand the importance of time management</li> </ul>	3-4	<ul style="list-style-type: none"> <li>❖ Group Discussion ( importance and significance of leisure time in our life)</li> <li>❖ News paper activity (Sudoku, jumbled words etc.)</li> <li>❖ Design an indoor game</li> </ul>	<ul style="list-style-type: none"> <li>→ Critical Thinking</li> <li>→ Self awareness</li> <li>→ Problem Solving</li> <li>→ Decision making</li> <li>→ Effective Communication</li> <li>→ Creative thinking</li> </ul>	Attitude towards the society and school  Inculcate respect and sensitivity for all people, equality
November	16	<u>L-10 Travel &amp; Tours</u> <ul style="list-style-type: none"> <li>❖ Tourism in India</li> <li>❖ Types of tourism</li> <li>❖ Steps to improve tourism in India</li> </ul>	The students will be able to <ul style="list-style-type: none"> <li>→ Know about the various places of tourist attraction in India, especially Munnar</li> <li>→ Design his/her own travel schedule</li> <li>→ Identify different types of tourism in India</li> <li>→ Obtain knowledge about the different ways for making payment for ones travel in India</li> <li>→ Identify various efforts that can be undertaken to improve tourism in India.</li> </ul>		<ul style="list-style-type: none"> <li>❖ Brochure making (make a brochure on a tourist spot covering all aspects)</li> <li>❖ Case study on newspaper report.</li> </ul>	<ul style="list-style-type: none"> <li>→ Problem solving</li> <li>→ Decision making</li> </ul>	<ul style="list-style-type: none"> <li>→ National Integration values</li> <li>→ How to help in retaining the natural beauty of tourist spots</li> </ul>

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	Learning Outcome/Objective	HW	<u>Activities</u>	Life Skills	Attitudes/ Values
December	20	<u>L-11 Let us Travel</u> <ul style="list-style-type: none"> <li>→ Concept of transportation</li> <li>→ Rural and urban means of transportation</li> <li>→ Animals in transportation</li> <li>→ Difference between Rural and urban means of transportation</li> <li>→ The merits and demerits of modern means of transportation.</li> </ul>	The learner will be able to <ul style="list-style-type: none"> <li>→ Understand the concept of transportation and the factors that affect choice of means of transportation.</li> <li>→ Differentiate between Rural and urban means of transportation</li> <li>→ Identify the various negative aspects of modern means of transportation</li> </ul>	3-4	<ul style="list-style-type: none"> <li>→ Poster 'stop pollution'</li> <li>→ Collage on Rural and urban means of transportation</li> </ul>	<ul style="list-style-type: none"> <li>→ Critical Thinking</li> <li>→ Problem solving</li> <li>→ Empathy</li>   <li>→ Decision making</li> </ul>	VALUES Inculcated Analytical thinking, Global awareness concerns, social responsibility protection of environment, Rationality in decision making

Assessment/ Month	No. of days	<u>CONTENT</u> <u>Topics &amp; Subtopics</u>	<u>Learning</u> <u>Outcome/Objective</u>	HW	<u>Activities</u>	<u>Life Skills</u>	<u>Attitudes/</u> <u>Values</u>
January	14	<b><u>L-12 Let us communicate</u></b>  ❖ Concept of Communication ❖ Old means of communication ❖ Modern means of communication ❖ Personal and mass means of communication ❖ Factors that affect the choice of means of communication.	❖ The students will be able to → Understand the concept of Communication → Identify the different means of communication. → Distinguish between personal and mass means of communication. → Classify different means of communication into personal and mass means. → Obtain knowledge about the importance & impact of modern means of communication on our life → Understand the concept of mass communication and its uses in social context	3-4	❖ Newspaper making(means of mass communication) ❖ Enactment(the students will protect themselves as a means of communication and present its uses and importance)	→ Decision making → Problem solving → Effective Communication	
January + February	14+ 19	<b><u>L-6 Waste Management</u></b>	The learners will be able to → Define the concept of waste management → Classify waste into bio degradable and non biodegradable waste. → Apply the knowledge imparted in real life situations → Analyze and select the best way of disposing the waste. → Sensitivity will be created among the learners towards the environment.		❖ Picture analyses ❖ Waste game ❖ Case study on Japan ❖ Rally on "Say no to plastic bags"	→ Critical Thinking → Self awareness → Inter personal skills → Problem Solving → Decision making	Social values
February		<b>REVISION</b>					

**DAV CENTENARY PUBLIC SCHOOL, PASCHIM ENCLAVE, NEW DELHI-87**  
**YEARLY PLANNER (SESSION 2016-17)**  
**SYLLABUS AT A GLANCE**

CLASS-IV

SUBJECT: SOCIAL SCIENCE

FORMATIVE ASSESSMENT	MONTH/S	CONTENT
I	APRIL – MAY	L-1 FAMILY RELATIONSHIPS L-2 SENSITIVITY TOWARDS OTHERS
II	JULY-AUGUST	L-3 CELEBRATING OUR DIVERSITY + MAP WORK L-4 AN IDEAL HOME L-9 DIRECTIONS L-13 INDIA – OUR MOTHERLAND
III	SEPTEMBER-DECEMBER	L-5 BRICKS AND BRIDGES L-7 THE WORKS WE DO L-8 LESIURE TIME L-10 TRAVEL AND TOURS L-11 LET US TRAVEL
IV	JANUARY- MARCH	L-12 LET US COMMUNICATE L-6 WASTE MANAGEMENT