**Plan for the Academic Year 2018-19**

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| **Poorna Learning Centre**  Sathanur Village, Bagalur Cross  Jala Hobli, Bangalore (North) – 562149 |

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| **Class** | Grade Level 5 |
| **Subject** | **Social Studies** |
| **Teachers** | Roshni, Sammitha |

**Social Studies:**

Social studies at Poorna for children aged 10-12 years (*grade levels 5 and 6*) is conceptualised and transacted as an interdisciplinary subject. The subject offers various opportunities to students to observe, examine and analyse the relationships between people and their social, physical, cultural, economic and political environments.

Topics raised and addressed in the social science classes are relevant to the students’ everyday lives. These discussions have a scope that transcends the classroom and we encourage students to engage with them and attempt to situate their life experiences in this learning process.

**General Objectives:**

* To understand and appreciate the uniqueness of this planet and the challenges it faces today.
* To understand the dynamic relationship between humans and the natural environment through geographic concepts and skills.
* To use history as a tool to understand the present world.
* To recognise the presence of multiple histories and how they are informed and written.
* To understand one’s rights and responsibilities as citizens of this country and the world.
* To become aware of, value and respect the diversity present all around us.
* To observe, recognize and engage with social inequalities sensitively.
* To examine one’s role as a responsible citizen of the world

**General Skills:**

* To participate in class discussions and share personal anecdotes and experiences relevant to the topic at hand.
* To develop curiosity about the world; ask questions and actively seek answers.
* To be able to think critically and creatively about social issues.
* To able to articulate,speak out and act against any injustice in one witnesses or experiences.
* To be able to brainstorm conflict resolution strategies and solve problems creatively.
* To study and discuss photographs, tables, maps, audio-video clips, case studies, stories and newspaper articles.
* To work collaboratively and cooperatively in a team towards a specified goal.
* To be able to note down relevant points during a class.
* To develop effective communication and presentation skills.

**Evaluation and Assessment methods:**

* Classroom discussions
* Engagement and interpretation of audio-visual material
* Individual and Group projects and presentations
* Worksheets
* Quiz
* Plays and Skits
* Art expressions: Poetry, Posters, Paintings, Cartoons and Comic Strips

**Geography**

Text: NCERT The Earth, Our Habitat

Eklavya Social Studies (Class VI)

My World & Globe (Ira Wolfman)

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| **S.No.** | **Chapter/Topic** | **Sub-topics** | **Month** |
| **1.** | Locating oneself: street,area, city, state & country | Introduction to an Atlas | *June-July* |
| **2.** | Using, Studying and Making Maps | Types of Maps  Maps and Globes  Features of a Map | *Aug-Sept* |
| **3.** | Water and Land | Oceans and Continents  Hemispheres  Landforms | *Oct-Dec* |
| **4.** | The Earth | In the Universe  Rotation and Revolution  Dynamic nature | *Jan-Mar* |

**History**

Text: NCERT Our Pasts-I

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| **S.No.** | **Chapter/Topic** | **Sub-topics** | **Month** |
| **1.** | What, Where, How and When? | What is social science?  Why history?  History: more than facts  Existence of many “pasts” or histories  *What* do we know about the past and *How* do we know this?  Archaeologists and Historians  Constructing a personal life timeline  Looking at dates: BCE, CE and AD, BC | *June-July* |
| **2.** | On The Trail of The Earliest People | Hunter-gatherers: why were they on the move?  Stone tools & rock paintings: what do they tell us | *Aug* |
| **3.** | From Gathering to Growing Food | Hunter-gatherers to Farmers and Herders  Cultivation and Domestication  Nomads to Settlers: Tribes | *Sept* |
| **4.** | In The Earliest Cities | The story of Harappa  Elsewhere: Mesopotamian & Egyptian Civilisations | *Jan-March* |

**Social and Political Life**

Text: NCERT Social and Political Life-I

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| **S.No.** | **Chapter/Topic** | **Sub-topics** | **Month** |
| **1.** | Understanding Diversity (Unit 1, Ch 1) | Examining how we are different from each other  Diversity v/s inequality  Diversity in India  Case Studies: Ladakh and Kerala  Explaining Diversity  Unity in Diversity | *June-July* |
| **2.** | Diversity and Discrimination (Unit 1, Ch-2) | Difference and Prejudice  Creating Stereotypes  Inequality and Discrimination  Ambedkar’s story  Introduction to the Constitution | *Nov* |
| **3.** | Rural and Urban Livelihoods (Unit 4, Ch- 8 & 9) | Working to make a living  Livelihoods in different spaces: Rural and Urban | *Feb* |