

Subject : Social Science
 Grade : IX
 Year : 2019-20

Year Planner

Text book used: NCERT

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
March/April 2019 (15days)	<u>Geography:</u> Ch-1 India – Size and Location	<ul style="list-style-type: none"> • Location of India • Its size and position in the world. 	<p>Learn about India’s position and size as well as its latitudinal and longitudinal extent</p> <p>Learn about who India’s neighbors are and the need for the a standard time and how to calculate local time</p>	Map skills	
	<u>Civics:</u> Ch-2What is democracy? Why Democracy?	<ul style="list-style-type: none"> • What are the different ways of defining democracy? • Why has democracy become the most prevalent form of government in our times? • What are the alternatives to democracy? Is democracy superior to its available alternatives? 	<p>Learn to define democracy</p> <p>List the features of democracy</p> <p>Appreciate the positive features of democracy and criticize the negatives of democracy</p>	Debate on’ For and Against’ - Democracy	
June- 2019 (15 days)	<u>History:</u> 1.French Revolution	<ul style="list-style-type: none"> • The Ancient Regime and its crises. • The social forces that led to the revolution. • The different revolutionary groups and ideas of the time. • The legacy. 	<p>-To understand reasons why revolutions occur and use that to understand the causes of the French Revolution.</p> <p>-To get the students understand the societal conditions existing at the time of the French Revolution and how it triggered the revolution.</p> <p>-To understand the impacts of the Revolution and how it shaped the society after the revolution.</p>	<p>Map work</p> <p>Draw and colour the symbols of Frenh Revolution</p>	<p>Worksheet– 1and 2 From Map Workbook</p> <p>Slip Test - 1</p>

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
July-2019 (24 days)	<u>Economics:</u> Ch-1 The story of the village Palampur	-Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of production (land, labour and capital) can be introduced.	-Familiarising the children with some basic economic concepts through an imaginary story of a village	Group Activity PPT on Factors of Production	Worksheet – 3 Slip Test - 2
August 2019 (22days)	<u>Geography:</u> Ch-2: Physical features of India <u>Geography:</u> Ch-3 Drainage	<ul style="list-style-type: none"> ● Physiographic divisions of India ● Division of Himlayas ● The Northern Plains ● Deccan Plateau ● Islands of India ● Major rivers and tributaries, lakes and seas ● Role of rivers in the economy, ● Pollution of rivers ● Measures to control river pollution 	<p>-Know the Geological history of formations of landforms.</p> <p>-Understand the basis of classification of physiographic landforms.</p> <p>-Know the divisions of Himalayas, great plains, plateau etc.</p> <p>-Learn about the islands of India.</p> <p>-Understand the meaning of drainage system and river basins</p> <p>-To understand the role of rivers in the evolution of human society</p> <p>-Understand the pattern of river systems</p> <p>Know about the Himalayan and the peninsular rivers</p> <p>-Understand the benefits of manmade and artificial lakes.</p>	<p>Map work</p> <p>Map Work</p> <p>Students will collect the facts and figures of The Indus, the Ganga and the Brahmaputra Drainage system and poster making on “Save Rivers”</p>	<p>Worksheet 4 From Map workbook</p> <p>Periodic Test – 1</p> <p>Multiple Assessment- 1</p>
	<u>History:</u> 2. Socialism in Europe and the Russian Revolution	<ul style="list-style-type: none"> ● The crises of Tzarism. ● The nature of social movements between 1905 and 1917 ● The First World War and foundation of Soviet state ● The legacy 	<p>-Familiarize students with the names of people involved, the different types of ideas that inspired the revolution.</p> <p>-Discuss the critical significance of Socialism in shaping the politics of modern world.</p>	Discussion on Stalin’s Collectivization Programme	

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
	<u>Economics:</u> 2. People as Resource	<ul style="list-style-type: none"> • Introduction of how people become resource / asset; • Economic activities done by men and women; • Unpaid work done by women; quality of human resource; • Role of health and education; • Unemployment as a form of non-utilization of human resource; • Socio-political implication in simple form 	<p>-Familiarisation of a few population related concepts and sensitization of child that people as asset can participate and contribute in nation building</p>	Collect the information about top 10 high Human Development states in India	<p>Worksheets -5 & 6</p> <p>Slip Test – 3</p> <p>Portfolio – 1</p> <p>Subject Enrichment Assessment - 1</p>
	<u>Civics:</u> 3. Constitutional Design	<ul style="list-style-type: none"> • How and why did India become a democracy? • How was the Indian constitution framed? • What are the salient features of the Constitution? • How is democracy being constantly designed and redesigned in India? 	<p>-Understand the meaning and importance of a constitution for a country</p> <p>-Analyze the democratic constitution of South Africa</p> <p>-Explain the making of the Indian constitution and the constituent members associated with it.</p>	<p>Comparative study India and South African constitution</p> <p>Draw the Preamble of India in the class work.</p>	Slip Test -4
September (18 days)	<u>Civics:</u> 4. Electoral Politics	<ul style="list-style-type: none"> • Why and how do we elect representatives? • Why do we have a system of competition among political parties? • How has the citizens' participation in electoral politics changed? • What are the ways to ensure free and fair elections? 	<p>-Understand the system and the processes involved in Elections in India</p> <p>-Learn about the Election commission and the challenges faced by them in conducting free and fair elections</p>	Collect information and paper cuttings of the recent elections in India	Revision Worksheet -1

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
	Revision				(P.T-2) Half yearly Examinations
October 2019 (17days)	3. Nazism and the Rise of Hitler 3.Forest Society and Colonialism	<ul style="list-style-type: none"> -The growth of social democracy - The crises in Germany - The basis of Hitler’s rise to power - The ideology of Nazism - The impact of Nazism • Relationship between forests and livelihoods. • Changes in forest societies under colonialism. • Case studies: Focus on two forest movements one in colonial India (Bastar) and one in Indonesia -The growth of social democracy - The crises in Germany - The basis of Hitler’s rise to power - The ideology of Nazism - The impact of Nazism 	<ul style="list-style-type: none"> -Discuss the critical significance of Nazism in shaping the politics of modern world. -Familiarize students with the speeches and writings of Nazi leaders. -How forests were used by English communities living within them and how new demand led to new rules of forest use, new ways of organizing the forest. -Look at the impact of colonialism on forest societies, and the implication of scientific forestry. -Discuss the social and cultural world of forest communities through the study of specific revolts. 	<p>Gallery Walk Students will prepare a poster and brief write up on ideology of Nazism.</p> <p>Art Integration: Find out about any five tribal arts and draw the same in the class work note book.</p> <p>Map work</p>	<p>Worksheet – 7 From Map workbook</p> <p>Map workbook</p>
November 2019 (22days)	3.Poverty as a Challenge facing India	<ul style="list-style-type: none"> • Who is poor (through two case studies: one rural, one urban); • Indicators; absolute poverty (not as a concept but through a few simple examples) • Why people are poor; unequal distribution of resources; comparison between countries. 	Understanding of poverty as a challenge and sensitization of the learner.	Talk Show - Poverty Alleviation programs by Government	<p>Worksheet – 8,9</p> <p>Multiple Assessment - 2</p>

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
		<ul style="list-style-type: none"> Steps taken by government for poverty alleviation. 	Appreciation of the government initiative to alleviate poverty		
	4.Climate 5. Natural vegetation and wild life	<ul style="list-style-type: none"> Factors influencing the climate Monsoon- its characteristics Rainfall and temperature distribution Seasons; climate and human life Vegetation types, distribution as well as altitudinal variation Need for conservation and various measures. Major species, their distribution. 	<p>Understand the difference between weather and climate and their elements</p> <p>Understand the factors affecting the climate of a place</p> <p>List the various seasons and their weather conditions</p> <p>Know how monsoon acts as a unifying bond in India.</p> <p>Learn about the types of vegetation in India and the factors determining the flora and fauna</p> <p>Know about the importance of wild life in India and the importance of flora and fauna in the ecosystem</p> <p>To realize the need for conservation and learn about the methods and organization involved in it.</p>	<p>Map work</p> <p>Visit to Meteorological Department</p> <p>Map work</p> <ul style="list-style-type: none"> National Parks Types of vegetation (Self Assessment) <p>Portfolio</p>	<p>Slip Test -5</p> <p>Project for Term - II</p>
December (20days)	5.Working of Institutions	- How is the country governed? What does Parliament do in our democracy?	-Understand how a major policy decision is taken by the govt. and identify the decision makers.	Mock-Parliament	Worksheet – 10

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
	6.Population	<p>- What is the role of the President of India, the Prime Minister and the Council of Ministers?</p> <p>- How do these relate to one another?</p> <ul style="list-style-type: none"> • Size, distribution, age-sex composition • Population change-migration as a determinant of population change • Literacy, health, occupational structure • National population policy: adolescents as under-served population group with special needs 	<p>-Differentiate between political and permanent executives</p> <p>-Learn about the powers of prime minister and the president</p> <p>-To analyze the uneven nature of population distribution and show concern about the large size of population.</p> <p>-Understand the various occupations of people and explain various factors of population change.</p>	<p>Students will draw the population Pyramids in the class work note book.</p>	Slip Test - 6
January 2020 (19)	6.Democratic Rights	<ul style="list-style-type: none"> • Why do we need rights in a constitution? • What are the Fundamental Rights enjoyed by the citizen under the Indian constitution? • How does the judiciary protect the Fundamental Rights of the citizen? • How is the independence of the judiciary ensured? 	<p>Introduction to and appreciation of Fundamental Rights</p> <p>Recognition of the ways in which these rights are exercised and denied in real life situations</p> <p>Introduction to judicial system and key institutions like the supreme court ,high court and the human rights commission</p>	<p>Students will come up with their own opinion and suggest at least one right they would like to amend or add to the Constitution of India.</p>	<p>Periodic Test - 3</p> <p>Worksheet -11</p>
	4. Food Security : Source of food grains	<p>- Source of Food grains, variety across the nation, famines in the past, the need for self-sufficiency,</p> <p>- Role of government in food security, procurement of food</p>	<p>Exposing the child to an economic issue which is basic necessities of life.</p> <p>Appreciate and critically look at the role of government in</p>	<p>Campaign on Food Security in India: Highlighting the wastage of food in our country and important role played by</p>	<p>Portfolio – 2</p> <p>Subject Enrichment Assessment - 2</p>

Month& No. of Teaching Days	Units	Sub-Units	Objectives	Activities Planned	Evaluation
		grains, overflowing of granaries and people without food, - Public distribution system, - Role of cooperatives in food security	ensuring food supply	the Food Banks for the poor and needy people. (Multiple Assessment)	
February 2020					Revision Worksheet –4 Annual Examinations