DELHI PUBLIC SCHOOL, PALI

ANNUAL CURRICULUM PLAN SESSION 2019-20

Class-IX

Subject- Social Science

Month/	***Theme/Sub Theme***	***Subject Specific (Content Based)***	***Behavioral (Application based)***	***Activities Resource***	***Expected Learning Outcome***	***Assess men t***
April	***French Revolution (History)***	**Students will be able to know about the abolition of monarch through revolution.* **Students will able to understand the three tiers in the society.* **Students will be able to recognize the rights of man during revolution.* ** Students will understand about monarchial and autocratic rule through French revolution.* *Students will be able to understand the factors behind emergence of various political clubs and the important role played by them in the rise and spread of revolution.* **Students will be able to understand about the rising demand of equality among citizen in French society.* **Students will be able*	**Students will be able to examine division of powers under basic structure of Indian constitution.* **Students will be able to sensitize about importance of citizens' right.* **Students will be able to analyses how French revolution had impact on other nations in the Europe.* **Students will be able to appreciate; acceptance and others view point respectfully.*	**Introduce the chapter by explaining the impact of French revolution on the other countries of the world.* **Role play: formation of National Assembly(Art Integration)* **Writing character sketch: Important characters with dialogue to understan d their view towards*	**Students know about the abolition of monarch through revolution.* ** Students learn the three tiers in the society.* ** Students recognize the right of man during revolution.* **Students understand the factors behind emergence of various political clubs and the important role played by them in the rise and spread of revolution.*	**Studen ts will be assesse d on the basis of their participa tion in the discussi on.* **They will be asked various question s, they will be judged on the basis of the quality of the answer.*

		to know about the importance of French revolution in the contemporary world.		*society*	**Students learn about the rising demand of equality among citizen in French society.* **Students analyses how French revolution had impact on other nations in the Europe.* **Students learn to examine division of powers under basic structure of Indian constitution .* **Students know about the importance of French revolution in the contemporary world.*	
	India Size and location	**To Understand the location of India on the globe.* ** To understand the strategic location of India in developing*	**Students will be able to calculate time lag between Arunachal Pradesh and*	**The teacher will introduce the*	**Students learn about the location of India on the globe and its*	**Students will be assessed on the basis of their*

		trade ** To know about the past glory of India and its trade.* ** To understand the need of standard meridian of India* **To understand the heat zones of world.*	*Gujarat.* ** Students will understand that the Indian land route is much older than maritime route.* ** Students will explore the contribution of India in various fields.*	*chapter by drawing the three heat zones on black board.* **The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west. How does this happen? (Calculate the time difference)* *Marking the states and capital on the new political map of India(art integration)*	*neighbouring countries.* **Students learn about developing trade relation of India with its neighbouring countries* **Students learn to calculate the time lag between the two states.* ** Students understand that the Indian land route is much older than maritime route.* **Students explore the contribution of India in various fields.* ** students understand the strategic location of India in developing trade* **students know about the past glory of*	*participation in the discussion.* **They will be asked various questions ,they will be judged on the basis of the quality of the answer.*

					India and its trade. **Students understand the need of standard meridian of India.*	
May	***The Story of Palampur(Economics)***	**Students will be able to understand the economic structure of village.* **Students will be able to understand different types of production activities such as farming, small-scale manufacturing, diary, transport etc which takes place in Palampur.* **Students will be able to Identify the land use pattern in village* **Students will be able to identify the different factors of production* **Students will comprehend the meaning of green revolution and its impact on agriculture.*	**Students will be able to empathize with the land less labors.* **Students will understand the role of rich land lords.* **The student will analyze the importance of modern farming methods and the need forcapital.* **The students will be able to analyze the positive and negative aspects of green revolution.* **The students will be able to evaluate how the distribution of land is affecting the productivity and economic growth farmers.*	**Sharing the experiences of village visit by the students.* **Debate on topic: Current situation of farmers in India during the lockdown.*	**Students understand the economic structure of village.* **The student learn the different factors of production* **The students learn the positive and negative aspects of green revolution.* **The students evaluate how the distribution of land is affecting the productivity and economic growth*	**Students will be assessed on the basis of their participation in the discussion.* **They will be asked various questions they will be judged on the basis of the quality of the answer.*

					farmers. **The student analyzes the importance of modern farming methods and the need for capital.* **Students empathize with the land less labors.* **Students Identify the land use pattern in village.*	

May	***What is Democracy? Why Democracy?***	**Students will be able to understand the importance of democratic system.* **Students will be able to explain the historical processes which describe the need of democracy.* **Students will be able to understand the minimal features of democracy*	*Students will be able appreciate the democratic system of India.* **Students will be able to respect the constitutional values.* **Students will be able to prepare themselves as true citizens for a democratic country.* **Students will*	**Teacher will start the chapter by giving the features of democracy.* ** Develop a case study on the evolution of democratic set up in any one country.* ** Debate on the topic-* *Is non democratic regime responsible for the present*	**Students understand the importance of democratic system.* **Students explain the historical processes which describe the need of democracy.* **Students are more aware about the values of democracy.* **Students show respect towards constitutional*	**Students will be assessed on the basis of their participation in the discussion.* **They will be asked various questions ,they will be judged on the basis of the quality of the*

		**Students will be able to understand the case of Pakistan, china, Mexico and .Zimabave. *Students will be able to differentiate democratic and non –democratic system.*	*be able to evaluate evidence before reaching any conclusions. *Students will able to suggest and advocate solutions globally.*	*situation of north Korea and give the feasible ideas to improve the condition of north Korea. *Group discussion on the topic- Real democracy is not possible without universal adult franchise.*	*values. *Students evaluate evidence before reaching any conclusions. *Students are aware about the global issues. *Students suggest and advocate solutions globally. *Students understand the minimal features of democracy. *Students understand the case study of Pakistan, china, Mexico and Zimabave. *Students differentiate democratic and non –democratic system.*	*answer,*
July	***Physical Features of India (Geog)***	**Student willbe able to understand about the theory of plates {tectonic plates}, types of plate's boundaries, the continental Drift theory. *To understand the major physiographic division of India- *The Great Himalayas with its three parallel*	**Student will be able to understand the physical features of India. *Student will find out on which physical division they are living. * Student will be able to appreciate the diverse landform of India. *Students will*	**To introduce the chapter we will ask the students about the physical features of their native place. *Map work- Mark the physical feature of India.(Art integration)*	**Student understands about the theory of plates. * The major physiographic division of India- *The Great Himalayas with its three parallel ranges and its longitudinal extend the highest and important peaks of Himalayas. *learn about the Northern*	**Students will be assessed on the basis of their participation in the discussion. *They will be asked various questions, they will be judged on the basis of*

		ranges and its longitudinal extend the highest and important peaks of Himalayas. **They will learn about the Northern Plains with its three section i.e. Punjab plains, Ganga plains, Brahmaputra plains.* **They know about Plateau- central highland, Deccan plateau.* **They learn about the western and Eastern Ghats.* **They know about the - the Indian Desert and Important islands of India.* **Students will understand about formation young fold mountain.*	*be analyses the importance of different physical features of India.* **Students will be able to identify the importance of northern mountain and northern plain.*		*Plains with its three section i.e. Punjab plains, Ganga plains, Brahmaputra plains* **understand about formation young fold mountain.* **understand the physical features of India.* **students find out on which physical division they are living.* ** Student appreciates the diverse landform of India.*	*the quality of the answer.*
August	***People as Resource (Economics)***	**Students will be able to Define what human resource is.* **Understand that population need not be a liability. It can be turned into a productive asset by investment in human capital* **The student*	** Students will be able to appreciate the steps taken by government in the sphere of education and health.* **Students will realize the fact that the health and education are important aspect of good human*	**Teacher will narrate the story which will include all the aspects of the chapter and teacher will ask to share their observation.* **Students will be asked to give the example of vicious and*	**Students define what human resource is.* **Students Understood that population need not be a liability. It can be turned into a productive asset by investment in human capital* **Students develop an*	**Students will be assessed on the basis of their participation in the discussion.* **They will be asked various questions, they will be judged on the basis of*

		will develop an understanding of the role of the people as resources in an organization. **Demonstrate the knowledge and skills needed to effectively manage people as resources.* **To understand the significance of good infrastructure helps for development of people as resource.* **Student will be able to understand the major activities associated with human resource.* **Integrate teamwork, leadership and motivational skills needed for organizational scenarios and evaluate outcome.*	*resources.* ** They will be able to explore the reasons of development of Japan with any natural resources.* ** They will identify the loopholes of education system. *To sensitize the students about the gender discrimination that exists in society.* **Summarize how to implement successful training and development programs helps in building up of good human resources.* **Students will be able to compare the vicious cycle and virtuous cycle.*	*virtuous cycle from the surrounding.* ******Discussion on the assets and liability of human resources.*	*understanding of the role of the people as resources in an organization.* **Demonstrate the knowledge and skills needed to effectively manage people as resource* **They understood the significance of good infrastructure helps for development of people as resource.* **Understand the major activities associated with human resource.* **Students appreciate the steps taken by government in the sphere of education and health.* **Students realize the fact that the health and education are important aspect of good human resources.*	*the quality of the answer.*
September	***Socialism in Europe and the***	*The student will be able to know*	**Students will be able to*	**Based on the above example*	**The student knows the*	

	Russian Revolution(History)	*about the Lenin's ideologies and policies their impact on Russia.* **Students will understand the term socialism and coming of socialism in Euope.* **To identify the social changes that took place as a result of industrialization.* **Students will understand the difference bewteen the liberials ,conservatives and ridicials.* **Understand why the revolution of 1905 (Bloody Sunday) was the dress rehearsal for the Revolution of 1917* **Inculcate awareness about Bolsheviks and Mensheviks and the role played by them in the Revolution*	*make inferences integrates knowledge and applies to new situations.* **To come up with open ended questions relating the incidents* **Develop a clear perspective regarding foundation of the Soviet State and rise of Communist and Socialist groups.* **Familiarize themselves with the important events of the revolution of 1905.* **Critically examine the social and economic causes behind the discontent of the People.* **To critically examin the factors that led to Russian revolution.*	*and discussion the topic will further would be continued to understand the key terms like Radicals, Liberals, Conservatives their role in Russian revolution.* **The students would be asked to draw their opinion on these terms and the class would be divided into three groups to discuss and to make collage of the leaders of the Conservatives, the Radicals and the Liberals of the world.* **TimeLine: 1918–1991(Art Integration)* **Debate on topic socialism or capitalism.*	*Lenin's ideologies and policies their impact on Russia.* **Students understand the term socialism and coming of socialism in Euope.* **Identify the social changes that took place as a result of industrialization.* **Students understand the difference bewteen the liberials,* *conservatives and ridicials.* **Understand why the revolution of 1905 (Bloody Sunday) was the dress rehearsal for the Revolution of 1917.)* **students Develop a clear perspective regarding foundation of the Soviet State and rise of Communist and*	

		*Understand the after effects of Russian revolution and civil war in Russia.			Socialist groups. *Familiarize themselves with the important events of the revolution of 1905. *Students examine the social and economic causes behind the discontent of the people. *Students critically examin the factors that led to Russian revolution.	
October - November	**Drainage(Geog)**	*Students will be able to understand about drainage system of India which is grouped into two- Himalayan Rivers and Peninsular River Systems. *They will know about the origins of the rivers i.e. Himalayas from glaciers which are perennial rivers as peninsular rivers are fed from rainfall and thus are seasonal. *Major river of	*Students will be able to appreciate different features formed by river system. *Students will analyze the role of rivers in Indian economy. *Students will be able to identify the different origins of different rivers. *They will be able to explore the ways to conserve the rivers of India.	Introduce the chapter by explaining the drainage pattern on the board. * Group discussion on Himalayan and Peninsular rivers.[Similari ties and differences] * Map work- Mark the west flowing rivers and east flowing rivers(Art Integration).	*Students understand about drainage system of India which is grouped into two- Himalayan Rivers and Peninsular River Systems. *They will know about the origins of the rivers i.e. Himalaya's rivers form from glaciers which are perennial rivers as peninsular rivers are fed from rainfall and thus are seasonal. * Major river of	*Students will be assessed on the basis of their participation in the discussion. *They will be asked various questions ,they will be judged on the basis of the quality of the answer.

		Himalayas and Peninsular are- Ganga, Brahmaputra, Narmada, Tapi, Godavari, Mahanadi, Krishna, Kaveri, etc. **Student will understand about Himalayas Rivers which move from mountain to plain, they have long course, they make some features, like gorge, ox-bow Lake, Meander, Delta.* **Students will understand about the cause of river pollution due to rapid urbanization and industrialization* ** Students will be able to know about the tributaries and distributaries.*			*Himalayas and Peninsular are- Ganga, Brahmaputra, Narmada, Tapi, Godavari, Mahanadi, Krishna, Kaveri, etc.* **Understand about Himalayas Rivers which move from mountain to plain, they have long course, they make some features, like gorge, ox-bow Lake, Meander, Delta.* **Students will analyze the role of rivers in Indian economy.* **Students identify the different origins of different rivers.* ** explore the ways to conserve the rivers of India's*	
December-January	***Constitutional Design (D P)***	**Students will understand the meaning and importance of the constitution.* **They will understand the important terminology of constitution.*	**Students will appreciate the work of national leaders in drafting the constitution in highly adverse situation.* **Students will*	**Teacher will introduce the chapter with imagine the day without the rule.* **Debate on the topic- the domestic violence act*	**Students appreciate the work of national leaders in drafting the constitution in highly adverse situation.* **They know what points*	**Students will be assessed on the basis of their participation in the discussion.* **They will be asked*

		**Able to trace the history of making of constitution.* **They will be able to compare the history of Indian constitution with South Africa.* **Able to understand the term institutional design.*	*come to know what points should be kept in mind while drafting any law for the country.* **they will be able to recognize the fundamental rights of South Africa.* **They will analyze the fact the Indian constitution is still a living document.*	*necessary to incorporate with Indian constitution.* **Discussion on the new laws.*	*should be kept in mind while drafting any law for the country.* **They recognize the fundamental rights of south Africa.* **They analyze the fact the Indian constitution is still a living document.* **They understood the meaning and importance of the constitution.* **Know the important terminology of constitution.* **They trace the history of making of constitution.* **They will compare the history ofIndian constitution with South Africa.* **They understood the term of institutional design.*	*various questions, they will be judged on the basis of the quality of the answer.*
February	***Electoral***	**Students will*	**Students will*	**The result and*	**Students*	**Students*

	Politi (D P) cs	*understand representative democracy* **Students will recognize the significance of election commission.* **Students will know about types of election system.* **Students will be familiarized with Indian election system.* **Students will learn about the need of reserved constituencies in India.* **Students will understand the moral code of conduct during election.*	*be enable to* *Rationalize the fact that election only can promote the democracy.* **To appreciate the India as the largest democracy in the world.* **To sensitize the need of reserved constituencies.* **Analyzes the political competition in India.* ** Devices the different ways in which free and fair election can be conducted*	*election of 2019 election of loksabha will be discussed.(Ma harastra and MP)* *2)Brain storming session on* *Many reforms are needed to make Indian election free and fair election.*	*understand representative democracy* **Students recognize the significance of election commission.* **Students know about types of election system.* **Students familiarized with Indian election system.* **Students learn about the need of reserved constituencies in India.* ** Students understand the moral code of conduct during election.* **Students Rationalize the fact that election only can promote the democracy.* **Students appreciate the India as the largest democracy in the world.* **Analyzes the political* *competition in India.*	*will be assessed on the basis of their participation in the discussion.* **They will be asked various questions, they will be judged on the basis of the quality of the answer.*
February - March	REVISION for Final Assessment Test (FAT)					