

The Orchid School
Baner
Syllabus Overview 2015- 2016
Std IX
Subject : Social Science

Month	Lesson / Content / Name of the Book	Expected Learning Objective	Activities/FAs Planned
	<p>Eco - Story of Village Palampur - introduction/organisation of production Hist- French revolution - French Society Civics - Democracy In contemporary world Geog - geo-India Size and Location,</p>	<p>Students will be able to : Eco - to identify factors of production Hist - comprehend the structure of french society Civics - analyse the importance of democratic principles for the people of Chile Geo - All the students will identify the location of India</p>	<p>with the help of flowlines draw the hierarchical structure of the french society. Oral question answer, map reading</p>
	<p>Eco - Farming in Palampur, Land distribution. Hist - Subsistence crisis Civics - Democracy in Poland Geo - geo- Size- India</p>	<p>Students will be able to: Eco - recall the cropping patterns, justify why labour works for reduced payment. Hist - Analyse the role of the crisis in the revolution Civics - comprehend the role of Pinochet in destruction of democracy in Poland Geo - All the students will recall the longitudinal and latitudinal extent of India</p>	<p>Ppt shown for civics complete the flowchart - history Oral question answers , map reading, identifies the locat,ppt</p>

MARCH/APRIL	<p>Eco - capital Civics - changing map of democracy, phases in the expansion Geo - geo- Logitudinal and latutinal extend of India</p>	<p>Students will be able to: Eco - identify the sources of credit. Civics - see the pattern of democratic wave and associate it with historical changes in the world. Geo - All the students will anaysis the importantacne of location and extent of India</p>	<p>Map reading for expansion of democracy class discussion on sources of credit. Oral question anwers, map reading , locate things things in the map</p>
	<p>Eco - non - farm activities Civics - democracy at the global level Geo - Geo-India and the world</p>	<p>Students will be able to: Eco - write 3 lines on each non farm activity Civics - identify the role of UN in promoting democracy among nations Geo - All the student will analyse the importance of Indias location .</p>	<p>civics - match the rulers/ organs with their roles</p>
	<p>Civics - democracy promotion History - Outbreak of the revolution Geo- India's Neighbours</p>	<p>Students will be able to: Civics - comprehend the role of the US in democratic promotion History - write a summary of the outbreak of the revolution - main events All the students will be Identify the neighbouring conuntires of India.</p>	<p>write a summary of the out break of the revolution - main events FA - Plan of village palampur Oral question anwers, map reading , locate the tings in the maps ,ppt</p>

JUNE	<p>Eco - non farm activities continued Civics - What is Democracy? Why Democracy Geo-India's Neighbours History - Nazism and the rise of Hitler * Birth of the Weimer Republic</p>	<p>Students will be able to: recall the importance of non farm activities to the economy</p> <p>Develop Conceptual skills of defining democracy</p> <p>to familiarise with Hitler and the rise of Nazism in Germany * to understand the new parliamentary policies in Germany and about the formation of the Treaty of Versailles.</p>	<p>class discussion on various kinds of non farm activities power point presentation Oral question answers</p> <p>PPT shown</p>
	<p>Eco- Palampur - transport and dairy Civics - Free and fair electoral competition, Why democracy Geo-India's Neighbours Effects of the World War 1.</p>	<p>Students will be able to: Eco - suggest atleast three ways in which dairy and transport in palampur can be improved. Civics - Develop a defence of democracy against common prejudices All the students will analyse the importance of Indias strong geographical and historical links with her neighbours to identify the beginning of the political radicalism and the economic crisis in Germany.</p>	<p>class discussion Debate on democracy in the best form of government Oral question answers, map writing , work sheets , question answer writing PPT shown</p>
	<p>Geo-2.Physical Features of India, Plate boundaries ,The Himalayan Mountain Revision - History</p>	<p>All the students will recall the physical features of India & plate boundaries , Identify the regions</p>	<p>oral question answers, map reading , ask questions</p>

	revision		
FA 1	<p>FA</p> <p>1. Story of village palampur - plan of village with justification.</p> <p>2. Democracy in the contemporary world - group discussion</p> <p>3. Pen and paper.</p>		
	<p>Geo-The Northern Plain hist - Hitler's rise to power Eco: People as a Resource</p>	<p>All the students will analysis the importance of nothern plain *to develop a concept about Hitler's new style of politics, dictatorship in Germany. recognise the role of youth in th e spread of Nazi ideology Eco: To explain population as an asset for the economy .</p>	<p>Oral question answers, map writing , , vedios oral discussion Read the story of Sakal and Vilas and analyse their situation</p>
	<p>Geo-The Peninsula plateau, The Indian Desert hist - The Nazi world view Eco:Economic Activities by MAN and Women</p>	<p>All the students will identify the various peninsula regions and , analysis the imporantance of desert. to understand the establishment of the racial utopia in Germany and Poland Eco: Understanding the three sectors of the of the Economy Primary Secondary and the Tertiary</p>	<p>Oral question anwers , vedios , group discussion Case study about the Nuremberg laws n your neighbourhood ask 10 people about their profession and write in which three sectors you will catagorise their work.</p>

JULY	<p>Geo-The Costal Plains , The Islands hist - Youth in Nazi Germany * Art of Nazi propaganda Eco: Non market and market activities</p>	<p>All the students will define the importance of costal plains & the Islands to understand thenew style of politics, dictatorship in Germany. recognise the role of youth in the spread of Nazi ideology Eco :To explain non market and market activities . To understand how division of labour determines the market and non market activities.</p>	<p>Oral question answers, group discussion , map wrok , work sheet, Question anwer writing Picture reading on Propaganda</p>
	<p>CIVICS:Constitutional Design: Democratic constitution in South Africa Geo-3. Drainage , Drainage systems in India, hist - Ordinary people and crimes against humanity Eco :Quality of population</p>	<p>Students will be able to: Civics - identify how different historical processes and forces have promoted democracy All the students will identify the importance of Indian drainage systems. to familiarise with the Nazi killing operations Eco: Understanding how quality of population decides the growth rate of an economy</p>	<p>Debate on democracy in the beat form of government oral discussion, vedios, group discussion , oral question answers /ppt compare and contrast the role of women during the French Rev. and in the Nazi society. Analyse the graph</p>
	<p>Civics - Story of Mandela Geo-The Himalayan Rivers Recap - history - Eco:Population An Asset or liability</p>	<p>Students will be able to: Civics - recall the events in his life that shaped his political career All the students will differentiate between Himalayan rivers and seasonal rivers. How pollution can be an Asset or a liability.</p>	<p>power point presentation Oral discussion, group discussion ,</p>

<p>Civics:Why do we need a constitution? Making of the Indian Constitution Geo-The Ganga river system & The Peninsular rivers History - Forest society and colonialism Eco :People as a resource</p>	<p>Civics - analyse the process of the making of the constitution All students will explain the importance of Ganga river system, Identify the importance of peninsular rivers. to identify the things coming from the forest and understand how it is disappearing fast due to deforestation Eco :How population can be used in a possitive way to increase productivity .</p>	<p>written test/oral /Quiz Oral discussion , oral question answers, map reading , pair learning Data collection</p>
<p>Civics - Preamble - significance Geo-Godawari Basin, The Mahanandi Basin,The Kaveri Basin Rise of commercial forestry Eco:Unemployment (types)</p>	<p>Students will be able to: Civics - justify the role of the Preambe in setting the goals of the Constitution. All the stduents will explain the importance of Godawari, Mahandi 7 Kaveri basin to comprehend the concept of scientific forestry and develop an idea aboit the forest act and how it affected cultivation and trade. Eco:To explain the differant types of unemployment in India</p>	<p>Class discussion on the ideals of the Preamble and its deeper implications. Oral question answers , map reading , map realted activity Data collection and research Find out atleast one person each for disguised and seasonal unemployment in your locality.</p>

AUG	<p>Civics:Philosophy of the constitution Geo-Lakes , Role of rivers in the economy, history - Rebellion in the forest Eco:Unemployment (problems)</p>	<p>Students will be able to: Civics - Develop respect and appreciation of constitutional values All the students will Explains the importance of lakes. Students will analyse the role of rivers in Indian economy, analysis the impact of river pollution. to develop an idea about the rebellious activities of the people all over India, especially, the Adivasi people of Bastar against the forest acts passed during the colonial rule. Eco:Study about the problem associated with unemployment</p>	<p>power point presentation Oral question answers , Map reading , discussion , Question answer writing /ppt Case study of the source materials Make web diagram of problems associated with unemployment</p>
	<p>Civics - Why do we need a Constitution? Geo-River pollution history - Forest transformation in Java Eco: Recapitulation</p>	<p>Students will be able to: Civics - to write answers to 3,5 mark questions for the lesson completed so far. Distinguish the causes behind river pollution in India to develop a concept about the Dutch enactment of forest laws in Java and the role of the Saminists * Impact of the world wars on the forests and the new developments in Forestry in Afro Asian countries during the later half of the 20th century.</p>	<p>Question and answer discussed. Group discussion, oral question answers, question answer writing PPT shown</p>
FA 2			
	<p>Civics:Institutional Design Revision - SA I Recap- history Eco:REVISION</p>	<p>Students will be able to: Civics - develop respect and appreciation of the constitution values</p>	<p>Flow chart/web diagram/quiz</p>

SEPT	<p>Civics:Preamble, Revision Revision - SA I Recap - history Eco:REVISION</p>	<p>Students will be able to: Define the terms used in the Preamble, Revision</p>	<p>power point presentation</p>
	<p>REVISION, SA-I</p>		
	<p>SA-I</p>		
	<p>TERM II:Civics: Electoral politics Geo-4. Climate , Claimatic Controls Eco: Poverty as a challenge</p>	<p>Students will be able to: Civics - Introduce ideas of representative democracy via competitive politics Explains the factors of climatic conditions Introduduction to poverty & Defination of poverty</p>	<p>mock elections for the post of class captain and class council according to party system. Group discussion, oral question answers /ppt read the taught portion</p>
SA 1			
	<p>Geo-Factors Affecting India's climate History of Clothing Sumptuary laws and social hierarchy Eco: Case Study</p>	<p>Students will be able to:Students will be able to: Explains the factors affecting the India climate latitudes, altitude , pressure and winds to comphred the history of clothing and the simplicity of clothing to express the idea of equality Urban and Rural Poverty</p>	<p>Group discussion, oral question answers PPT shown on the history of clothing After the case discuss the different issues related to poverty</p>

OCT	<p>Civics:Why Elections Geo-The Indian Monsoon , The onset of the monsoon and withdrawal Clothing and notions of beauty and the reaction of women ECO:Poverty as seen by Social Scientists</p>	<p>Students will be able to: Civics - Introduce ideas of representative democracy via competitive politics Identify the factors of monsoon, find out the causes of withdrawal of monsoon and its impact of climate to identify the changes in the ideals of women with the norms of clothing. Analysis of poverty based on Social Exclusion and Vulnerability</p>	<p>power point presentation Map writing , oral question answers class interaction List the indicators of poverty and make a web diagram.</p>
	<p>Civics:What is our system of elections Geo-The seasons ,Advantages of Monsoon New times with the advent of new technology ECO : POVERTY LINE</p>	<p>Students will be able to: Civics - Analyse the electoral system and the reasons for choosing this Understands the various seasons, Identify the advantages of monsoon to understand the changes in the clothing in the 19th century owing to the industrial rev. and the world war 1. To understand the poverty line based on income and consumption level</p>	<p>Group Presentation map writing, oral question answers, ppt , videos To understand the poverty line based on income and consumption level</p>
	<p>Civics: What makes elections in India democratic Geo-Retrating/Post Monsoons , monsoon as a unifying bond ECO:GLOBAL POVERTY SCENARIO</p>	<p>Civics - Identify how elections in India promote Democracy Differentiate the causes of different climatic conditions, analysis the impact of monsoon on india To understand poverty with respect to different countries of the world</p>	<p>Group Presentation Map reading, Map writing, videos , question answer writing class interaction Study the graph and analyse the level of poverty in different states in India</p>

NOV	<p>Civics: Popular Participation Geo-5. Natural Vegetation and Wild life Designing the national dress in the Swadeshi era Causes of poverty</p>	<p>Civics - Analyse how popular participation helps in promoting democracy Geo-5. Natural Vegetation and Wild life to comprehend the emergence of dress style catering to the tradition of different regions in India and how cloth became a symbolic weapon against British rule Understand the different causes of poverty.</p>	<p>Debate on benefits of popular participation Map reading , map writing, oral question answers PPT shown Make list of various causes of poverty and draw a flow chart</p>
	<p>Civics: Challenges to free and fair elections Geo-Precipitation , Ecosystem ,Types of vegetation, Revision Gandhi's experiments Anti-poverty measures</p>	<p>Students will be able to: Civics - compare the challenges to free and fair elections Distinguish among types of vegetation to know how Gandhiji used the dressing style to resist the British mill made clothes and to deal with social To understand why anti poverty removal has been one of the major objectives of Indian developmental strategy.</p>	<p>Question And Answers Map writing, oral question answers, PPT , videos PPT Shown Make a list of different steps undertaken by the government to eradicate poverty from India and make a tabular representation for the same</p>
FA 3			

DEC	<p>Montane Forests , Mangrove Forests Civics:Working of institutions, How is a major policy decision taken,Need for Political institutions</p> <p>Eco :The challenges Ahead</p>	<p>Students will be able to: Civics - Describe the functions of political and permanent executives, Analyse the need for political institutions Identifies the various forests . To explain the various challenges as hurdles on the path of progress of our country and eradication of poverty.</p>	<p>power point presentation,Group Activity Videos, PPT, Oral question answers, Analyse the challenges and write a report for the same.</p>
	<p>Civics:Parliament, Why do we need a parliament Geo-Wild life Eco:Recap the entire topic</p>	<p>Students will be able to: State the importance of Parliament Explains the importance of wild life. Interactive session</p>	<p>power point presentation Discussion, Question answer writing , Group Discussion</p>
	<p>Civics:Political executive:Prime Minister:Powers,President Geo-6. Population , Population size and distribution Eco:Food Security in India</p>	<p>Students will be able to: Describe the functions of political and permanent executives Differentiate between the causes of distribution of population To be able to understand What is food Security?and why Food Security?</p>	<p>Comparative essay on the functioning of the Head of the government and Head of State Oral question answers, videos, ppt, map reading Story on Bengal Famine-1943</p>
	<p>Civics:Judiciary Geo-Population growth Eco:Case Study</p>	<p>Students will be able to: Analyse the need for judiciary Classify the growth rate of population Case Study of Ramu and Ahmad</p>	<p>power point presentation Group discussion, oral question answers, ppt , videos Analyse how food security has helped Ahmad.</p>

JAN	<p>Geo-Literacy Rates , Occupational structure Civics:Democratic rights: Life without rights Eco : Self Sufficiency in food grain</p>	<p>Students will be able to: State the importance of Democratic Rights Differentiate the literacy rate, differentiate the occupational structure To explain why India is aiming at self sufficiency in food Grain in independence.</p>	<p>power point presentation Group discussion, oral question answers, ppt, vedios Graph Study</p>
	<p>Civics:Rights in a democracy Geo-Adolecnet population, National population policy & NPP 2000 and adolescents Eco: Buffer Stock,:National Food Security Act of 2013,Role of Co operatives in food Security</p>	<p>Students will be able to: Use of our Democratic Rights Differentiate among adolecnet population. To be able to understand what is Buffer Stock and Minimum Support Price To Explain the Act and its current status in. To understand the Role of Cooperative in food security.</p>	<p>Project of all new additions of rights Oral question answers, Writing question answers. Write a note on Public Distribution System Write a report on "Antyodaya Anna Yojana</p>
	<p>Civics:Rights in the Indian Constitution,Expanding scope of these rights Eco - Revision</p>	<p>Students will be able to: State the need and importance of Democratic rights ; Define the scope of Democratic rights</p>	<p>Discussion of the project; Power point presentation What is a Grain Bank?</p>
	<p>Revision SA-II Revision</p>	<p>Revision</p>	<p>Revision</p>
FA 4			
FEB	<p>Revision SA-II Revision</p>		
	<p>Revision SA-II Revision</p>		
	<p>Revision SA-II Revision</p>		

SA 2	
------	--