


**INFANT JESUS CONVENT SCHOOL**  
**ANNUAL PLAN - 2023-24**  
**SOCIAL SCIENCE**  
**CLASS: IX**

MONTH/NO OF DAYS	TOPIC: SUB TOPIC	OBJECTIVES	AIDS/ACTIVITIES	MULTIPLE INTELLIGENCE SKILLS	LEARNING OUTCOME
<b>MARCH</b> Extra Classes (No of Days 10)	<p><b><u>India – Size and Location</u></b></p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Size</li> <li>• India’s Neighbours</li> <li>• India and the World</li> </ul> <p><b><u>The story of village Palampur (PT only)</u></b></p> <ul style="list-style-type: none"> <li>• Organisation of Production</li> <li>• Farming in Palampur</li> <li>• Non –Farming Activities in Palampur</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to Understand the location and size of India.</li> <li>• They will understand the meaning of relative and absolute location.</li> <li>• Understand the importance of rural areas.</li> <li>• Elaborate the basic concepts of factors of production yield, surplus etc. through an imaginary village.</li> </ul>	<p><b><u>Application</u></b></p> <p>Prepare a Map of India showing Important Latitudes ,longitudes and neighbouring countries of India</p> <p><b><u>Understanding</u></b></p> <p>Prepare a Mind map on Positive and negative impacts of Green Revolution</p>	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship</p> <p>Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Define globe, latitudes &amp; longitudes;</p> <p>Differentiate between latitude &amp; longitude;</p> <p>Explain the importance of latitudes &amp; longitudes.</p> <p>Identify and comprehend the various factors necessary for any production. Assess the necessity to increase the production because of the improved techniques of production. Recognize the underlying features of any village.</p>
<b>APRIL</b> No of Days: 17	<p><b><u>French Revolution</u></b></p> <ul style="list-style-type: none"> <li>• French Society during the Late Eighteenth Century.</li> <li>• The outbreak of the Revolution</li> <li>• France abolishes Monarchy and becomes a Republic</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different political symbols used in the Constitution of France in 1791.</li> <li>• Comprehend the different political terms used in the Constitution.</li> <li>• analyze the functioning of French society</li> <li>• analyze the features of</li> </ul>	<p><b><u>Skill</u></b></p> <p>Complete the Table of symbols related to French Revolution and Its significance.</p>	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship</p> <p>Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Correlate the significance of the all the events that led to the beginning of French revolution.</p> <p>Interpret the role of the ancient regime and how it leads to an era of Louis xvi.</p> <p>Analyse the factors that</p>

	<ul style="list-style-type: none"> <li>The Abolition of Slavery</li> <li>The Revolution and everyday life</li> </ul>	the Constitution of drafted in 1791 in the French society			led to the inequalities in the European society.
<b>MAY</b> <b>No of Days: 12</b>	<u><b>What is Democracy?</b></u> <u><b>Why Democracy....?</b></u> <ul style="list-style-type: none"> <li>Why define Democracy?</li> <li>Features of democracy</li> <li>Why Democracy?</li> <li>Broader Meanings of Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Develop the concept of democracy in detail.</li> <li>Speculate how different historical and forces have promoted democracy</li> <li>realize the importance of democracy</li> <li>compare democratic and non-democratic governments</li> </ul>	<u><b>Understanding</b></u> Prepare a Mind map on Features of Democracy and its significance	Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship  Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal	Understand the real meaning of democracy-of the people, by the people and for the people.  Trace back to the history of democracy Imbibe the ideals of democracy.  Differentiate between democracy and dictatorship through case study of china, India etc
	<b>REVISION: PT-1</b>				
<b>CONDUCTION OF PT-1 ASSESSMENT</b>					
<b>JULY</b> <b>No of Days: 23</b>	<u><b>Physical Features of India</b></u> <ul style="list-style-type: none"> <li>Major Physiographic Divisions-Himalayan Mountains, Northern Plains, Peninsular Plateau, Indian Desert, Coastal Plains, Islands</li> </ul> <u><b>Drainage</b></u> <ul style="list-style-type: none"> <li>Drainage systems in India</li> <li>Role of Rivers in the Economy</li> <li>The Himalayan Rivers</li> <li>The Peninsular Rivers</li> <li>Lakes</li> <li>River Pollution</li> </ul>	Students will be able to – examine the role played by the physiographic divisions in evolving India into present form Analyse the formation and location of various physiographic divisions.  familiarize with the major landforms and their physical and geological structure  To understand the river systems of the country and explain the role of rivers in the evolution of human society.	<u><b>Application</b></u> Prepare a Map of India showing Important Physiographic divisions   <u><b>Understanding</b></u> Mind Map on Himalayan Rivers and Peninsular Rivers	Listening, communication, comprehension, correlation, analyse, synthesis, problem. Solving and critical thinking, leadership  Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal   Listening, communication, comprehension, correlation, analyse, synthesis, problem. Solving and critical thinking, leadership Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal	Compare the major landforms and identify their differences  Recollect information, analyze and share their views. classify each physiographic divisions with its unique feature  Define drainage, drainage basin, water divide.  Differentiate between different types of drainage patterns

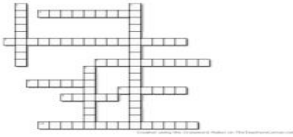
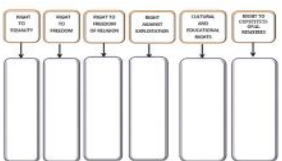
	<p><b><u>People as a Resource</u></b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Economic activities by men and women</li> <li>• Quality of Population</li> <li>• Unemployment</li> </ul>	<p>Identify the role of people. as a resource</p> <p>Classify the economics into market and non-market activities.</p>	<p><b><u>Understanding</u></b></p> <p>Prepare a Mind map- Write four points of comparison between the conditions of Sakal and Vilas</p>	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship</p> <p>Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Examine the importance of health and education in a person's life and how it contributes to quality of the population.</p>
<p><b>AUGUST</b> <b>No of Days: 23</b></p>	<p><b><u>Socialism in Europe and the Russian Revolution</u></b></p> <ul style="list-style-type: none"> <li>• The Age of Social Change</li> <li>• The Russian Revolution</li> <li>• The February Revolution in Petrograd.</li> <li>• What changed after October?</li> <li>• The Global Influence of the Russian Revolution and the USSR</li> </ul> <p><b><u>Constitutional Design</u></b></p> <ul style="list-style-type: none"> <li>• Why do we need a Constitution?</li> <li>• Making of the Indian Constitution</li> </ul> <p><b><u>Electoral Politics</u></b> Why Elections? What is our System of Elections? What makes Elections in India Democratic?</p>	<p>Explore the causes of the different events of the Revolution.</p> <p>Explore the need for modernization of Russia, on the model of other European countries like Britain and France</p> <p>Introduction to the process of Constitution making.</p> <p>Develop respect for the Constitution and appreciation for Constitutional values</p> <p>Describe the role of political leaders in organising politics</p> <p>Assess the challenges of elections with the help of given facts</p>	<p><b><u>Knowledge</u></b></p> <p>Prepare a Timeline on the Events of Russian Revolution.</p> <p><b><u>Knowledge</u></b></p> <p>Write Preamble in your Notebook and learn it.</p> <p><b><u>Understanding</u></b></p> <p>Prepare a Mind map process of Election in India</p>	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship</p>	<p>Explain the Liberals, Radicals and Conservatives political tendencies Comprehend the different causes of the Russian Revolution. enumerate the different events between the period of 1905 and 1917</p> <p>To introduce the idea of representative democracy</p> <p>The process of Constitution making</p> <p>outline the role of elected representatives in or country with special reference to our PM'S recent cleanliness campaign Appraise the role of citizens in electoral competition.</p>
<p><b>SEPTEMBER</b> <b>No of Days: 05</b></p>	<p><b>REVISION: TERM-1/PT2</b></p>				
<p><b>CONDUCTION OF TERM-1/PT2 ASSESSMENT</b></p>					

<p style="text-align: center;"><b>OCTOBER</b> No of Days: 22</p>	<p><b><u>Pastoralists in the Modern World (PT only)</u></b></p> <ul style="list-style-type: none"> <li>Pastoral Nomads and their Movements</li> <li>Colonial Rule and Pastoral Life</li> <li>Pastoralism in Africa</li> </ul> <p><b><u>Climate</u></b></p> <ul style="list-style-type: none"> <li>Weather and climate</li> <li>Elements of weather and Climate</li> <li>Factors affecting climate of India.</li> <li>Onset and advancement of Monsoon</li> <li>Factors affecting Mechanism of monsoon</li> </ul>	<p>Consider what happens to pastoralists and pastoralism in the modern world, with the formation of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets</p> <p>Explain the climate of India.</p> <p>State the significance of various climatic controls affecting climate of India</p>	<p><b><u>Understanding</u></b></p> <p>Prepare a Mind Map on Pastoral groups in Africa</p> <p><b><u>Application</u></b></p> <p>Prepare a Map of India showing areas receiving rainfall above 400cms and less than 20 cms</p>	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.</p> <p>To get them familiarized with the climatic controls</p> <p>Able to exhibit a clear understanding of difference between weather and climate</p>																																								
<p style="text-align: center;"><b>NOVEMBER</b> No of Days: 22</p>	<p><b><u>Working of Institutions</u></b></p> <ul style="list-style-type: none"> <li>How is the country governed? What does Parliament do in our democracy?</li> <li>What is the role of the President of India, the Prime Minister and the Council of Ministers?</li> <li>How do these relate to one another?</li> </ul> <p><b><u>Poverty as a Challenge</u></b></p> <ul style="list-style-type: none"> <li>Who is poor (through two case studies: one rural, one urban); indicators; absolute</li> </ul>	<p>Identify the role of various institutions in the process of government.</p> <p>Develop an overview of central government structure.</p> <p>Interpret the Parliamentary form of government and its importance.</p> <p>Recognize that poverty is a multi-dimensional concept.</p> <p>list the indicators of poverty and explain the meaning of poverty line</p>	<p><b><u>Understanding</u></b></p> <p>Prepare a mind map showing the role of Mayor, Prime minister and President.</p> <p><b><u>Knowledge</u></b></p> <p>Complete the Observation table related to the chapter.</p> <table border="1" data-bbox="1115 1225 1355 1476"> <thead> <tr> <th>NAME OF STATE</th> <th>TYPE OF GOVERNMENT</th> <th>MAJOR FEATURES</th> <th>CHALLENGES</th> <th>GOVERNMENT POLICY</th> </tr> </thead> <tbody> <tr> <td>NAGALAND</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>NEHA</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PARU</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ROPE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ROU</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PAKU</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>AXU</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NAME OF STATE	TYPE OF GOVERNMENT	MAJOR FEATURES	CHALLENGES	GOVERNMENT POLICY	NAGALAND					NEHA					PARU					ROPE					ROU					PAKU					AXU					<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills</p>	<p>Categorise the role of government through its various agencies like-Legislature, Executive and Judiciary. Listing the powers of government through a case study.</p> <p>Research to find out what are the basic criteria in estimating poverty line. evaluate the role of the government in alleviating poverty form the country through various schemes like NREGA, etc</p>
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	<p>poverty (not as a concept but through a few simple examples)</p> <ul style="list-style-type: none"> <li>• why people are poor; unequal distribution of resources; comparison between countries; steps taken by government for poverty alleviation.</li> </ul> <p><b><u>Forest society and colonialism</u></b> Why Deforestation?</p> <ul style="list-style-type: none"> <li>• The Rise of Commercial Forestry</li> <li>• Rebellion in the Forest</li> <li>• Forest Transformations in Java</li> </ul>	<p>Develop appreciation for importance of natural resources to mankind.</p> <p>Learn about the changes brought by the colonial rule that affected the life of forest dwellers.</p>	<p><b><u>Skill</u></b> prepare a wall magazine on the impact of changes in forest management in the colonial period</p>	<p>Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Relate the importance of forest and their role in everyday lives.</p> <p>Analyze the harmful effects of deforestation and find out the need for afforestation</p>
<p><b>DECEMBER</b> No of Days: 12</p>	<p><b><u>Nazism and the rise of Hitler</u></b></p> <ul style="list-style-type: none"> <li>• Birth of the Weimar Republic</li> <li>• Hitler's Rise to Power</li> <li>• The Nazi Worldview</li> <li>• Youth in Nazi Germany</li> <li>• Ordinary People and the crimes against Humanity</li> </ul> <p><b><u>Natural vegetation and Wildlife</u></b></p> <ul style="list-style-type: none"> <li>• Types of Vegetation – Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests.</li> </ul>	<p>Comprehend the causes of the rise of Hitler.</p> <p>Examine circumstances that led to the growth of social democracy.</p> <p>Identify the types of forest</p> <p>Appraise the contribution of different type's forest to the economic development of the country.</p> <p>Identify the products/resource that we get from</p>	<p><b><u>Knowledge</u></b> Prepare a Timeline on the Events of Nazism and the Rise of Hitler</p> <p><b><u>Application</u></b> Prepare a Map showing different types of Forests.</p>	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p> <p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship</p>	<p>Identify the political and social events that contributed to the rise of Hitler and WWI Familiarize with the names of people involved and the different types of ideas that inspired the revolution. Enlist the activities which contribute to the flow of goods and services in the economy</p> <p>Differentiate natural vegetation and vegetation. Correlate the factors affecting plant kingdom with natural vegetation of</p>

	<ul style="list-style-type: none"> <li>Wild Life</li> </ul>	different types of forest.		Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration  Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal	India.  Understand the characteristics of different forests in India.  Identify the regions having evergreen forest
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**REVISION AND CONDUCTION OF PT-3 ASSESSMENT**

<p align="center"><b>JANUARY</b> No of Days: 18</p>	<p><b><u>Population</u></b></p> <ul style="list-style-type: none"> <li>Population Size and Distribution-India's Population Size and Distribution by Numbers, India's Population Distribution by Density</li> <li>Population Growth and Processes of Population Change- Population Growth, Processes of Population Change/Growth</li> </ul>	<p>Recollect the importance of people as a resource.</p> <p>Develop an overview of country's population &amp; their uneven distribution</p> <p>Analyse population growth over different points of time.</p>	<p><b><u>Knowledge</u></b> Complete the Crossword puzzle</p> 	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration</p> <p>Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Correlate the factors affecting population and reason for their uneven distribution.</p> <p>Understand the characteristics of population growth.</p>
	<p><b><u>Democratic Rights</u></b></p> <ul style="list-style-type: none"> <li>Life without rights</li> <li>Rights in a Democracy</li> <li>Rights in the Indian Constitution</li> <li>Expanding the scope of rights</li> </ul> <p><b><u>Food security in India</u></b></p> <ul style="list-style-type: none"> <li>What is Food Security?</li> <li>Why Food Security?</li> </ul>	<p>Distinguish between nominal and real executive authorities and functions</p> <p>Understand the parliamentary system of executive's accountability to the legislature</p>	<p><b><u>knowledge</u></b> Write the Provisions of the following Fundamental rights in the boxes given below:</p> 	<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Identify the role democratic rights in a democracy</p> <p>Develop awareness among citizens about the rights that are provided by the Indian Constitution</p>

	<ul style="list-style-type: none"> <li>Who are food insecure?</li> <li>Food Security in India</li> <li>What is Buffer Stock?</li> <li>What is the Public Distribution System?</li> <li>Current Status of Public Distribution System</li> <li>Role of Cooperatives in food security</li> </ul>	<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 ensuring food supply.</p>	<table border="1"> <thead> <tr> <th>FEATURES OF RATIONING SYSTEM BEFORE 1981</th> <th>PROBLEMS FACED BY RATIONING SYSTEM BEFORE 1981</th> <th>FEATURES OF CURRENT RATIONING SYSTEM</th> <th>PROBLEMS FACED BY CURRENT RATIONING SYSTEM</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	FEATURES OF RATIONING SYSTEM BEFORE 1981	PROBLEMS FACED BY RATIONING SYSTEM BEFORE 1981	FEATURES OF CURRENT RATIONING SYSTEM	PROBLEMS FACED BY CURRENT RATIONING SYSTEM													<p>Expressive skill Thinking skill Critical Thinking and Problem Solving Creative skill Collaborative skills Character and citizenship Listening, communication, comprehension, correlation, analyse, synthesis, and leadership Demonstration Multi Intelligence Skills, Linguistic, Interpersonal, Intrapersonal</p>	<p>Demarcate the people prone to food insecurity</p> <p>summarise the various food security systems in India and rationing system</p> <p>recollect information , analyze and share their views</p>
FEATURES OF RATIONING SYSTEM BEFORE 1981	PROBLEMS FACED BY RATIONING SYSTEM BEFORE 1981	FEATURES OF CURRENT RATIONING SYSTEM	PROBLEMS FACED BY CURRENT RATIONING SYSTEM																		
<p><b>FEBRUARY</b> No of Days: 23</p>	<p><b>REVISION:TERM-2</b></p>																				
<p><b>MARCH</b></p>	<p><b>CONDUCTION OF TERM-2 ASSESSMENT</b></p>																				