

Academic Plan 2016 -2017

Class – IX

Social Science

SUMMATIVE ASSESSMENT-I

Economics (22)

- The Story of Village Palampur
- People as a Resource

Geography (23)

- India, Size and Location
- Physical features of India
- Drainage

History (23)

- French Revolution
- Nazism and the rise of Hitler

Political Science (22)

- Democracy in the Contemporary World
- What is Democracy? Why Democracy ?
- Constitutional Design

SUMMATIVE ASSESSMENT-II

Economics (22)

- Poverty as a Challenge
- Food Security in India

Geography (23)

- Climate
- Natural Vegetation and Wild Life
- Population

History (23)

- Forest, Society and Colonialism
- History and Sport (Story of Cricket)

Political Science (22)

- Electoral Politics
- Working of Institutions
- Democratic Rights

SCHEDULE OF FORMATIVE ASSESSMENT & UNIT TEST

FORMATIVE ASSESSMENT-I	FORMATIVE ASSESSMENT-II	FORMATIVE ASSESSMENT-III	FORMATIVE ASSESSMENT-IV
UNIT TEST (20)	UNIT TEST (20)	UNIT TEST (20)	SPECIAL TEST
ACTIVITY(10)	ACTIVITY(10)	ACTIVITY(10)	ACTIVITY (!0)
ACTIVITY (10)	ACTIVITY (10)- Group Activity	ACTIVITY (10)- Group Activity	ACTIVITY (10)

SYLLABUS FOR UNIT TEST –I

History:- French Revolution (Pg-4 to 16)

Geography:-Ch1-India: Size and location

Economics:- Ch-1 The Story of Village Palampur(till done)

Political Science:Ch-1 Democracy in the Contemporary World till page 10

SYLLABUS FOR UNIT TEST -II

Political Science: What is democracy? Why democracy?

Economics: L-1 The Story of Village Palampur

History: L-1 French Revolution

Geography: L-2 Physical Features of India.

ACTIVITY FOR FORMATIVE ASSESSMENT-I

1. MCQ

2. Worksheet based Assignment- French Revolution

ACTIVITY FOR FORMATIVE ASSESSMENT-II

1. PROJECT-WORK -INTERDISCIPLINARY

2..Make a Power Point Presentation on the following topics (any one)

- What makes a government democratic ?
- What makes a government non – democratic ?
- What are the reasonable demands of the people in India ? (Group Activity)

SYLLABUS FOR UNIT TEST -III

Geography: Chapter 4 : Climate (The Indian Monsoon) (Till Page 30)

Political Science: Chapter 4 : Electoral Politics (Till Page 67)

Economics: Chapter 3: Poverty as a Challenge (till page 33)

History : Chapter 4: Forest Society and Colonialism (Page 77 to 89)

SPECIAL TEST

ACTIVITY FOR FORMATIVE ASSESSMENT-III

1. Collect information on PDS covering the following points:

- Category
- Commodities
- Quantity
- Price

How will you apply for a Ration Card ? Paste a copy of the Form available for the same .

2. Project on Disaster Management (Group Activity)

ACTIVITY FOR FORMATIVE ASSESSMENT-IV

1. Map Work- History & Geography

2. Worksheet on Democratic Rights

		<p>Political Science</p> <ul style="list-style-type: none"> • Democracy in the Contemporary World • What is Democracy? 	<p>and individual liberty.</p> <ul style="list-style-type: none"> • Develop conceptual skills of defining democracy . • Understand how different historical processes and forces have promoted democracy . • Developing a sophisticated defence of democracy against common prejudices. 	1	1		<p>Comparative viewpoint, Knowledge of International Organisations , Political awareness, Understanding of democratic system , Development of skill of argumentation.</p>
FA-II	JULY- AUG- (43)	<p>Economics</p> <ul style="list-style-type: none"> • People as a Resource <p>Geography</p> <ul style="list-style-type: none"> • Physical features of India-II • Drainage 	<ul style="list-style-type: none"> • Familiarisation of a few population related concepts. • Sensitisation of child that people as asset can participate and contribute in nation building . • To understand the river systems of the country and explain the role of rivers in the evolution of human society. 		1	<p>Collect information on Sarva Shiksha Abhiyan</p> <p>*PROJECT-WORK - INTERDISCIPLINARY (H.HW)</p>	<p>Social responsibility, Sensitivity towards need of time , Foresightedness .</p> <p>Judicious use of sources, Protection of environment, Responsibility towards nation, Economic Awareness Comparison, resource planning , Foresightedness, Environment conservation .</p>

		<p>History</p> <ul style="list-style-type: none"> • Nazism and the rise of Hitler. <p>Political Science</p> <ul style="list-style-type: none"> • Why Democracy? • Constitutional Design 	<p>Discuss the critical significance of Nazism in shaping the politics of modern world.</p> <ul style="list-style-type: none"> • Understand the discriminatory treatment of the Jews and holocaust. • Develop a historical sense of the choice and nature of democracy in India. • Introduction to the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values . • Recognise that Constitution is a living document that undergoes changes . 	1	1		<p>Respect for all people, Reverence for the sanctity of life, The right of dissent and equality for all people before the law.</p> <p>* Make a Power Point Presentation on the following topics (any one)</p> <ul style="list-style-type: none"> • What makes a government democratic ? • What makes a government non – democratic ? • What are the reasonable demands of the people in India ? (Group Activity) <p>Knowledge of the constitution , Comparative viewpoint , Political awareness,Development of power of analysis.</p>
SA I SEPTE MBER			Revision				

FA	Working days	Chapter Name	Learning Outcomes	No. of Assign	No. of HW	Activities	Values
FA-III	OCT-NOV-(38)	Economics	<ul style="list-style-type: none"> Understanding of poverty as a challenge and sensitization of the learner . Appreciation of the government initiative to alleviate poverty . 		1	*Collect information on PDS covering the following points: <ul style="list-style-type: none"> Category Commodities Quantity Price How will you apply for a Ration Card ? Paste a copy of the Form available for the same .	Social responsibility, Sensitivity towards poor, Problem solving ability, Analytical thinking .
		Geography	<ul style="list-style-type: none"> To identify the various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. To explain the importance and unifying role of monsoons. 		1	*Project on Disaster Management (Group Activity)	Imaginative mindset, Curiosity, Quest for knowledge, To take personal responsibility for their actions ,Reverence for the sanctity of life .
		History	<ul style="list-style-type: none"> 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. 	1	1		Social responsibility, Sensitivity towards animals , Foresightedness, Environment Conservation, Judicious use of resources.

		<p>Political Science</p> <ul style="list-style-type: none"> • Electoral Politics • Working of Institutions (Part-I) 	<ul style="list-style-type: none"> • Understand how oral tradition can be used to explore tribal revolts. • Introduce the idea of representative democracy via competitive party politics . • Familiarise with our electoral system and reasons for choosing this. • Develop an appreciation of citizen’s increased participation in electoral politics . • Sensitise to the key role of the Parliament. • Recognise the significance of the Election Commission. • Provide an overview of central governmental structures .and its procedures. 	1	1	<p>*ASSESSMENT OF H.W / CW</p>	<p>Political awareness, Wisdom ,Comparative viewpoint , Knowledge of rights.</p>
FA-IV	<p>DEC (22)</p> <p>Jan (7)</p>	<p>Economics</p> <ul style="list-style-type: none"> • Food Security in India 	<ul style="list-style-type: none"> • Exposing the child to an economic issue which is basic necessities of life. • Appreciate and critically look at the role of government in ensuring food supply . • To find out the nature of 		1		<p>Systematic work,Concern, Compassion, Social responsibility, Sensitivity towards poor.</p>

		<p>Geography</p> <ul style="list-style-type: none"> • Natural Vegetation and Wild Life • Population 	<p>diverse flora and fauna as well as their distribution.</p> <ul style="list-style-type: none"> • To develop concern about the need to protect the bio-diversity of our country . • To analyse the uneven nature of population distribution and show concern about the large size of our population . • To understand the various occupations of people and explain various factors of population change . • To understand the various dimensions of national policy and understand the needs of adolescents as underserved group. 		<p>1</p> <p>1</p>	<p>*Map Work- History & Geography</p>	<p>Judicious use of resources, Protection of environment, Responsibility towards nation, Analytical thinking , Global awareness, Foresightedness .</p>
		<p>History</p> <ul style="list-style-type: none"> • History and Sport (The Story of Cricket) 	<ul style="list-style-type: none"> • Suggest how sports also have a history and that it is linked up with the politics of power and domination. • Introduce students to some of the stories in cricket that have historical significance. • Understand the commercial aspects of the sports. • Appreciate the contribution of Indian players in the game of Cricket in India. • Identify Government's influence on sports. 		<p>1</p>		<p>Leadership, Tolerance, Fellow-feeling, value for national pride, Common cause , Punctuality , Teamwork.</p>

		<p>Political Science</p> <ul style="list-style-type: none"> • Working of Institutions (Part-II) • Democratic Rights 	<ul style="list-style-type: none"> • Understand the parliamentary system of executive's accountability to the legislature • Develop citizens awareness of their rights . • Introduction to and appreciation of the Fundamental Rights . • Recognition of the ways in which these rights are exercised and denied in real life situations . • Introduction to judicial system and key institutions like the Supreme Court & National Human Rights Commission . 	1	1			
				1	1	*Worksheet on Democratic Rights	Development of skill of argumentation, Development of power of analysis, Creativity , Social awareness , Knowledge of political rights, Awareness of fundamental rights , Sensitivity.	
SAII FEB			REVISION					

Note :

- Four Note books(one for each subject) are to be maintained properly for evaluation.
- All activities are to be done on A4 size coloured sheets and to be compiled in one social –science file .
- The tests for different chapters will be given in varied ways such as oral questioning, class presentation of diagram , maps and tables and written tests .
- Activities to be evaluated are marked by *

Map list (IX)

Summative Assessment 1

(For Identification and Location and labelling on the outline political map of India)

List of Map Items for Examination

CHAPTER 1: India – Size & Location For location and labelling : Tropic of Cancer, Standard Meridian of India, Southern most point of India, Southern most point of mainland India, Northern most point of India, Eastern most meridian of India, Western most Meridian of India.

CHAPTER 2 : Physical Features of India(a) For location &labelling(i) **Mt. peaks** : K2, Kanchenjunga, Nanda Devi, AnaiMudi.(ii) **Passes** : Bomdi-la, Nathula, Shipkila.(iii) **Hills** : Garo, Khasi, Jaintia, Naga hills, Mizo hills.(b) For identification :(i) **Mountain ranges** : The Karakoram, Zaskar, Shivaliks, Aravali, Vindhya, Satpura, Western Ghats, Eastern Ghats.(ii) **Plateaus** : Deccan plateau, Chota Nagpur plateau, Malwa plateau.(iii) **Coastal strips** : Coromandel, Northern Circar, Malabar, Konkan.

Chapter 3 : Drainage(a) For Location &labelling :(i) **Lakes** : Chilka, Pulicat, Kolleru, Vembanad, Sambhar.(b) For identification :(i) **Rivers** : Indus, Ganga, Brahmaputra, Satluj, Narmada, Tapi, Mahanadi, Godavari, Krishna, Kaveri.

Summative Assessment 2

Chapter 4(Climate)Meteorological Stations, For Location &Labelling : Thiruvananthapuram, Chennai, Jodhpur, Jaipur, Bangalore,Mumbai, Kolkata, Leh, Shillong, Delhi, Nagpur.

Chapter 5 (Natural Vegetation & Wild life)

(a) For Location &Labelling : (i) National Parks : Corbett , Kaziranga, Ranthambhor, Dachigam, Rajaji, Shivpuri, KanhaKisli, Simlipal, KeoladeoGuindy, Bandipur,

(ii) Wild life Sanctuaries :Sariska, Mudumalai, Periyar, Chandaka.

(b) For Identification : Forest Zones : Tropical Evergreen Forests, Tropical Thorn Forests, Mangrove Forests, Tropical Deciduous Forests, Montane Forests.

Chapter 6 (Population) :(a) For Location & Labelling : The state having highest density of population.

The state having lowest density of population., The state having highest sex ratio.

The state having lowest sex ratio, The most populous state of India.

The most sparsely populated state of India.

Note : Items for location & Labelling may be asked for identification.