

**KENDRIYA VIDYALAYA (EMBASSY OF INDIA SCHOOL) MOSCOW**

**SPLIT UP SYLLABUS FOR ACADEMIC SESSION 2024 -25**

**CLASS – IX SUBJECT – SOCIAL SCIENCE**

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| **Sl: No** | **Month** | **No. of working days** | **Name of Chapter** | **Teaching basis / E content / innovative practice to be adopted** | **Test/ examination to be computed** |
| 1 | April | 22 | H-1. The French Revolution | \*Timeline of the French Revolution.  \* Map practice  \* Online videos | \*Oral test & Class test  \*Quiz  \* Map test |
| G-1. India size & location. | \*Using Map locate the places.  \*Comparison and calculation of time.  \* Use of ICT | \*Oral test  \*Quiz  \*Map test.  \*Collection of data on local hills, mountains, deserts, and islands.  Preparation of projects  Disaster Management  In summer vacation |
| G-2. Physical Features of India. | \*Map work – locate and lable  \*Comparing local physical features.  \*Exchange the ideas of the students.  \*Use of ICT/ PPT/YouTube.  \*Art integration – Drawing the map of India and its physical features. |
| 2 | May + June | 26 | E-1. Story of Village Palampur  ***(Assessed in PT only)*** | \*Correlate with local conditions.  \*Short Story on production activities.  \*Exchange of students' own experience on the topic | \*Oral test & Class test  \*Chart work-Production Activities in rural areas. |
| P-1. What is Democracy & Why Democracy? | \*Correlate with surroundings.  \*To share students’ opinion.  \*Use of ICT/ YouTube / PPT. | \*Oral test & Class test  \* Debate – Merits and Demerits of democracy |
| 3 | July | 18 | P-2. Constitutional Design. | \* Story of Indian Constituent Assembly.  \*Comparing written and unwritten constitutions  \* Write the Preamble of the Constitution  \*Use of ICT/ PPT/ interactive board. | \*Oral test & Class test  \* Quiz  \* Role play – Members of the Constituent Assembly |
| H-2.Socialism in Europe and the Russian Revolution. | \*Short story of the World War-I  \*Use of ICT/ YouTube / PPT.  \*Timeline of the Russian Revolution.  \*Picture collection of important figures. | \*Oral test & Class test  \* Map work.  \*Group Discussion – Consequences of war |
| 4 | August | 19 | E-2. People as Resource | \*Correlate with surroundings.  \*Giving more emphasis on population education through examples.  \*Use of ICT/ PPT/interactive board. | \*Oral test & Class test  \*Group Discussion – Family and Economic Development. |
| G-3.Drainage | \*Map work  \*Comparing different types of rivers.  \*Exchange of students’ ideas  \*Use of PPT/ICT/YouTube/Interactive board | \*Oral test  \*Map test  \*Collect details about local drainage system. |
| H-3. Nazism and the rise of Hitler | \*Short story on the impact of the World War-I on Germany.  \*Comparing dictatorships with democracy.  \*Images, charts, Videos & PPTs  \*Bio sketch of Hitler. | \*Oral test & Class test \*Quiz  \*Group Discussion – Different political ideologies in the world |
| 6 | September | 20 | H-4. Forest Society & Colonialism **(IDP)** | \*Introduction of the interdisciplinary project. | \*Map work  \*Preparation for an interdisciplinary project |
| G-5. Natural vegetation and Wildlife. **(IDP)**  ***(Only Map work in Annual Exams)*** | \*Map work  \* Art integrated Project – Picture collection. Drawings on forests, wildlife and save environment.  \*Correlate with other subjects. |
|  | October | 16 | G-4. Climate. | \*Videos/ PPT/ You tube.  \*Correlate with surroundings.  \* Sharing students’ ideas.  \*Art integration – Drawing charts, maps, and bar graph of temperature and rainfall of different stations. | \*Oral test & class test  \* Data collection of local rainfalls.  \* Visit the local meteorological center, (*if it is possible)*. |
| P-3. Electoral Politics | \*Story of assembly elections in Haryana  \*Sharing students' experiences about elections.  \*Conducting mock elections  \* Use of ICT/ PPT/You tube. | \*Oral test & class test  \*Debate – Challenges in conducting free & fair elections. |
| 7 | November | 20 | P-4. Working of Institutions | \* Exchange of ideas of students.  \* Visiting nearby civil office/Court  (if possible)  \* Videos on Parliament.  \* Watching TV channels for topic | \*Oral test & class test  \*Role play the President, Prime Minister and other ministers etc. |
| E-3. Poverty as a  Challenge. | \*Short story related to local conditions.  \*Sharing students’ experiences.  \*Government policies in poverty alleviation.  \*Use of ICT/PPT//You tube/Interactive board. | \*Oral test & class test  \* Make a collage of pictures related to a slum area. |
| 8 | December | 11 | H-5. Pastoralists in the Modern World.  ***(Assessed in PT only)*** | \*Short story – impact of modernisation on the pastoralists.  \*Correlate with surroundings.  \*Correlate with other subjects.  \* Online videos/ PPT/YouTube. | \*To be assessed only in periodic tests. |
| 9 | January | 15 | G-6. Population | \* Short story on Indian Demography  \* Exchanged of students’ ideas.  \* Correlate with surroundings.  \*Use of ICT/PPT/ YouTube / Interactive board. | \*Oral test & class test  \* Debate – Having more children is an asset or liability. |
| P-5. Democratic Rights | \* Sharing student’s experience  \*Importance of Rights and Duties  \* Make a list of Democratic rights  \* Use of PPT/Videos/YouTube.  \*Picture interpretation. | \*Oral test & class test  \* Seminar on Rights, violation and enforcement of Rights |
| E-4. Food Security in India. | \*Story on local foods and their availability.  \*Sharing student's ideas/ experience  \*List various food programs of govt.  \*Explaining mid-day meal system.  \*Online videos / PPT/YouTube. | \*Oral test & class test  \* Collection of data on Mid-Day Meal system, Public Distribution System, Anganwadi System etc. |
| 10 | February | 20 | Revision for SEE | | |
| 11 | March | SESSION ENDING EXAMS | | | |