



**JAYPEE PUBLIC SCHOOL**  
**GREATER NOIDA**  
**SYLLABUS PLANNERS**  
**CLASS-IX**  
**SESSION 2022-23**

## MONTH: APRIL

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4
<b>History</b> <b>Ch-1 The French Revolution</b>  <b>Economics</b> <b>Ch-1 The Story of Village Palampur</b>  <b>Geography</b> <b>Ch-1 India- Size and Location</b>	<b>History</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• French society during 18th century.</li> <li>• Struggle to survive.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Introduction to the concept of Farming using the story of Palampur-an imaginary village.</li> <li>• Concept of factors of production.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Location and size with reference to the concept of latitude and Longitude</li> <li>• Political division of India</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• The Growing middle class.</li> <li>• Outbreak of revolution.</li> <li>• French became a constitutional monarchy.</li> <li>• French abolishes monarchy and becomes republic.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Farming in Palampur.</li> <li>• Land is fixed.</li> <li>• Way to grow more from the same land.</li> </ul> <b>Geography</b> Political division of India	<b>History</b> <ul style="list-style-type: none"> <li>• The reign of terror.</li> <li>• Dictatorship rules France.</li> <li>• Women's role in revolution.</li> <li>• Abolition of Slavery.</li> <li>• Revolution in everyday life.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Traditional and new methods of farming.</li> <li>• Concept of Green Revolution.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Location and size on the basis of application of Latitude and Longitude and time</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• Abolition of Slavery.</li> <li>• Revolution in everyday life.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Distribution of land between the farmers of Palampur with the help of a case study.</li> </ul> <b>Geography</b> Longitude and time (Contd.)
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Identify and appreciate the role of French Revolution in promotion of democracy and rights.</li> <li>• Develop an understanding of the causes of the French revolution.</li> <li>• Understand about rural development and major issues associated with it.</li> <li>• Analyse the importance of latitude and longitude in the location of India.</li> <li>• Understand the Local and Standard time.</li> </ul>			
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Identify and appreciate the role of French Revolution in promotion of democracy and rights.</li> <li>• Develop an understanding of the causes of the French revolution.</li> <li>• Understand about rural development and major issues associated with it.</li> <li>• Analyse the importance of latitude and longitude in the location of India.</li> <li>• Understand the Local and Standard time.</li> </ul>			
<b>TEACHING AID</b>	<ul style="list-style-type: none"> <li>• Maps.</li> <li>• Textbooks case studies., • Articles from magazines and newspapers.</li> <li>• Flash cards., • Power Point Presentation.</li> <li>• E-modules.</li> </ul>			

**MONTH: MAY**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4 & 5
<p><b>Political Science</b> Ch.- 2 <b>What is Democracy?</b> <b>Why Democracy</b></p> <p><b>Economics</b> Ch.- 1.The Story Of <b>Village Palampur</b></p> <p><b>Geography</b> Ch-1 India- Size and <b>Location</b> Ch.-2. Physical <b>Features of India.</b></p>	<p><b>Political Science</b></p> <ul style="list-style-type: none"> <li>• What is Democracy?</li> <li>• Features of Democracy</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• India and the world.</li> <li>• International Trade.</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Capital needed in farming along with case study of Savita and Tejpal Singh to support the above topic</li> <li>• Ways to increase non-farm production activities</li> </ul>	<p><b>Political Science</b></p> <ul style="list-style-type: none"> <li>• The Democracy in the Contemporary World</li> <li>• Phases in expansion of democracy.</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Features of India.</li> <li>• Earth processes: folding, faulting, volcanic activity</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Concept of non-farming activities</li> </ul>	<p><b>Political Science</b></p> <ul style="list-style-type: none"> <li>• Democracy in the Contemporary World.</li> <li>• End of colonialism.</li> <li>• Recent phase.</li> <li>• Democracy at global level.</li> <li>• Democracy promotion.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Theory of plate tectonics</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Capital needed in farming along with case study of Savita and Tejpal Singh to support the above topic.</li> <li>• Non farming activities in Palampur-dairy farming, small scale manufacturing, the shopkeepers of Palampur and transport</li> </ul>	<p align="center"><b>SUMMER BREAK</b></p>
<p><b>LEARNING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>• Learners will appreciate democracy as better form of government.</li> <li>• Understand the key features of Democracy</li> <li>• Acquaint with different phases of democracy.</li> <li>• Understanding the growth of democracy over time.</li> <li>• Understand democracy at the international level.</li> <li>• Examine the importance of diversification of productive activities to sustain livelihood.</li> <li>• Understand the formation of mountains, plains and plateaus along with their importance.</li> <li>• The students will learn about the activity in the Earth interior and exterior that result in the formation of land forms</li> </ul>			
<p><b>LEARNING OUTCOMES</b></p>	<ul style="list-style-type: none"> <li>• Understanding the importance of democracy at the international level.</li> <li>• To differentiate between farming and non-farming activities.</li> <li>• To suggest ways to start more non-farm production activities in villages.</li> <li>• Promoting the understanding of inter-dependence of various physiographic divisions and its influence on the lifestyle of the people.</li> </ul>			

<b>TEACHING AID</b>	<ul style="list-style-type: none"> <li>• Maps.</li> <li>• Textbooks case studies.</li> <li>• Articles from newspapers and magazine.</li> <li>• E-modules.</li> </ul>
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**MONTH: JULY**

TOPIC	WEEK-1	WEEK-2	WEEK-3	WEEK-4	WEEK-5
<b>History</b> <b>Ch.-3.Nazism And The Rise of Hitler.</b>  <b>Political Science</b> <b>Ch-3. Constitutional Designs.</b>  <b>Economics</b> <b>Ch. - 2.People as resource.</b>  <b>Geography</b> <b>Ch. - 2. Physical features of India (cont.)</b>	<b>History</b> <ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Birth of Weimar republic.</li> <li>• The effects of war.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Introduction to the following concepts.</li> <li>• Human capital.</li> <li>• Human resource.</li> <li>• Positive side of large population.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Formation of Himalayas, Northern Plains and formation of peninsular plateau</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• Political radicalism and economic crisis.</li> <li>• The year of depression.</li> <li>• Rise of Hitler to power.</li> <li>• Destruction of democracy.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Difference between physical capital and human capital with respect to the superior nature of human capital.</li> <li>• Case study highlighting the role of education in improving the quality of labour.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Major physiographic division.</li> <li>• Himalayan mountains</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• The Nazi world view.</li> <li>• Racial state.</li> <li>• Racial utopia.</li> <li>• Youth in Nazi Germany.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Classification of economic activities as primary, secondary and tertiary.</li> <li>• Difference between the activities of men and women.</li> <li>• Factors of determining the quality of population.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• The Himalayan Mountain.</li> <li>• The Northern Plains</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>• The Nazi cult of motherhood.</li> <li>• Art of propaganda.</li> <li>• Ordinary people and crime against humanity.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Role of education in human capital formation.</li> <li>• Educational set up in India.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• The Peninsular Plateau.</li> <li>• The Indian desert.</li> </ul>	<b>Political Science</b> <ul style="list-style-type: none"> <li>• Constitutional Designs</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• The Coastal Plains.</li> <li>• The complementary nature of physiographic divisions of India</li> </ul>

<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Enable the learners to have a comprehensive understanding of atrocities committed during Nazi regime.</li> <li>• Learners will understand the sources of human capital and its relationship with the growth of the country.</li> <li>• Students will be able to understand the making of the constitution of India</li> <li>• Understand the major land forms, features their association with various rocks and minerals as well as different soil types</li> </ul>
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Students will be able to understand the Nazi association worldview and atrocities committed by them.</li> <li>• Appreciate the need and importance of Democracy.</li> <li>• Understand the concepts of human resource, human capital formation and human development.</li> <li>• Promoting the understanding of various physiographic divisions and its influence on the lifestyle of the people.</li> </ul>
<b>TEACHING AID</b>	<ul style="list-style-type: none"> <li>• Maps.</li> <li>• Textbooks case studies.</li> <li>• Articles from magazines and newspaper.</li> <li>• E-module.</li> </ul>

**MONTH: AUGUST**

<b>TOPIC</b>	<b>WEEK-1</b>	<b>WEEK-2</b>	<b>WEEK-3</b>	<b>WEEK-4</b>	<b>WEEK-5</b>
<b>Political Science</b> <b>Ch-3. Constitutional Designs.</b>  <b>Economics</b> <b>Ch-2 .People as resource.</b>  <b>Geography</b> <b>Ch-3. Drainage</b>	<b>Political Science</b> <ul style="list-style-type: none"> <li>• Democratic constitution in South Africa.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Role of health in human capital formation.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• River system.</li> <li>• Water divide</li> <li>• Drainage Basin.</li> <li>• Drainage pattern.</li> <li>• Himalayan and Peninsular rivers.</li> </ul>	<b>Political Science</b> <ul style="list-style-type: none"> <li>• Struggle against apartheid.</li> <li>• Towards a new constitution.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Role of health in human capital formation.</li> <li>• Health situation of India.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• The Indus river system.</li> <li>• The Ganga river system.</li> </ul>	<b>Political Science</b> <ul style="list-style-type: none"> <li>• Why do we need a constitution?</li> <li>• Making of Indian constitution.</li> <li>• The constituent assembly.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Meaning and types of unemployment.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Brahmaputra river system.</li> <li>• Peninsular rivers</li> </ul>	<b>Political Science</b> <ul style="list-style-type: none"> <li>• Guiding values of the constitution.</li> <li>• Philosophy of the constitution.</li> <li>• Preamble of the constitution.</li> <li>• Institutional design.</li> </ul> <b>Economics</b> <ul style="list-style-type: none"> <li>• Adverse effects of unemployment.</li> <li>• Nature of self employment in primary sector of India.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• Lakes.</li> <li>• Role of river in the economy</li> </ul>	<b>Economics</b> <ul style="list-style-type: none"> <li>• Case study of a village.</li> </ul> <b>Geography</b> <ul style="list-style-type: none"> <li>• River pollution.</li> <li>• Map work</li> </ul>

<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Understand how the Constitution of South Africa was drafted</li> <li>• Understand the need for a constitution.</li> <li>• Identify the need for the government role in human capital formation in India.</li> <li>• Understand major river system of India and their drainage patterns.</li> </ul>				
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Understanding the importance of a constitution.</li> <li>• Appreciate the need for government spending on education and health.</li> <li>• Analyse the state of India's educational attainment.</li> <li>• Awareness regarding water pollution will be created.</li> <li>• Need for good quality of water and schemes like Ganga Action Plan.</li> </ul>				
<b>TEACHING AID</b>	<ul style="list-style-type: none"> <li>• Worksheets, Assignments.</li> <li>• Presentation by the students on the status of health and education in India.</li> <li>• Subject Enrichment Activity</li> <li>• Articles from magazines and newspaper.</li> <li>• Textbook.</li> <li>• Smart class module.</li> <li>• Power point presentation.</li> </ul>				

**MONTH: SEPTEMBER**

<b>TOPIC</b>	<b>WEEK-1</b>	<b>WEEK-2</b>	<b>WEEK-3</b>	<b>WEEK-4</b>	<b>WEEK-5</b>
<b>CHAPTERS</b>	<b>Revision</b>	<b>Revision</b>	<b>Revision</b>	Mid Term Exam	Mid Term Exam
<b>LEARNING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Recall and remember all the concepts.</li> <li>• Know and correct the mistakes done in the answer sheets of Half Yearly examination</li> </ul>				
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Understanding the scope of improvement.</li> <li>• The students have to go through the examination paper and will further work out in weak areas</li> </ul>				
<b>TEACHING AID</b>	<ul style="list-style-type: none"> <li>• Smart class module.</li> <li>• Revision work sheets</li> </ul>				