

LESSON PLAN(2025-

26)CLASS9Th–

SOCIALSCIENCE

TERM-1

Ch-1:IndiaandItsLocation		No.OfPeriods:7
1.	PKTesting	(i) whatarelatitudesandlongitudes? (ii) Whyaretheselinesimportantforus? (iii) CanyoutellIndialiesinwhichhemisphere? (iv) CanyounamesomeneighbouringcountriesofIndia?
2.	SpecificLearningoutcomes	*IdentifyandlocatestandardmeridianofIndia,Tropicofcancerand neighbouring countries *AppreciatetheimportanceofIndia'srelationwiththeworldthrough ages *AppreciatethereasonwhyanoceanisnamedafterIndia *Definetheconceptofsubcontinentandalsotoidentifycountries part of Indian sub-continent
3.	PedagogicalStrategies	*ExperientialLearning *SmartClassroom *ClassDiscussion
4.	InterdisciplinaryLinkagesandinfusionof life skills	*HowtocalculatetimewiththehelpofLongitudes? *Toknowmoreaboutanditslocation
5.	ResourcesIncludingICT	*MapActivity *MapofIndiaAnimatedvideo *GreenBoard * https://youtu.be/1qFUJOOjX7Y
6.	Assessmentitems	*Whatisthelatitudinalandlongitudinal? *NamethecountrieswhicharelargerthanIndia. *Whichneighbouringcountrylietoit'sNorth-west? *NametheinternationalborderlinebetweenIndiaandChina. *NamealltheUnionTerritoriesofIndia.
7.	Feedbackandremedialteaching	*Theteacherpreparesshortquestionsandanswersfortheslow learners. *Conceptwillbemoreexplainedwithexamples
8.	Inclusivepractices	*MCQquestionsforpractice *DiscussiononIndiaanditslocation

Ch1:Whatisdemocracy?WhyDemocracy?		No.ofPeriods:7-8
1.	PKTesting	*Areinternationalorganizationscompletelydemocratic? *Howcaninternationalorganizationbemoredemocratic? *Whatisruleoflaw? *distinguishbetweendirectandindirectdemocracy.
2.	SpecificLearningoutcomes	*studentswillbeabletounderstandthatnoteverycountrythatholds election periodically can be called democratic. *Theywillbeabletoappreciatethevirtueofpoliticalequality *Theywillbeabletounderstandthenecessityofpoliticalcompetition and participation
3.	PedagogicalStrategies	*Teacherwillconductelectionofmonitorinthe class.Afterconducting this activity concept will be explained *Adebatewillbeorganisedinthe class.

4.	Interdisciplinary Linkages and infusion of life skills	*discussion on merits and demerits of democracy *Draw a bar graph showing number of countries became democratic in
		- all the three stages of democracy *Compare the economic growth of a democratic and a non-democratic country
5.	Resources Including ICT	*Smartboard *https://www.youtube.com/watch?v=jZLwz41y4IQ
6.	Assessment items	*What kind of government does rule in China? *Why was India not hit by famine in 1960s? *Which party rules in Zimbabwe? *What do you understand by fair and free political competition?
7.	Feedback and remedial teaching	*Extra notes will be provided to students *Extra questions will be given to high achievers for practice *Slow learners will be helped to learn basic and important terms and topics
8.	Inclusive practices	*Appreciate and respect their country *Vigilant *Self aware *Empathy with the people

Ch1: The French Revolution		No. of Periods: 10-15
1.	PK Testing	*do you know anything about Indian History? *What do you mean by revolution? *Have you heard of any revolutions?
2.	Specific Learning outcomes	*they will be able to analyse and interpret primary sources related to period *they will be able to identify the role of citizens in shaping political and social change *demonstrate a comprehensive understanding of the French Revolution. *to develop critical thinking skills historical awareness
3.	Pedagogical Strategies	*Debate will be organized in the class "use of violence during reign of Terror" *to create a timeline of the key events of the French revolution
4.	Interdisciplinary Linkages and infusion of life skills	*By using paintings, sculptures, and other artworks from the period to understand the culture and artistic aspects *Link to various social studies topics, such as enlightenment, world history *linked to scientific concepts, such as the development of the scientific method
5.	Resources Including ICT	*timeline *Smartboard *class discussion
6.	Assessment items	*What is subsistence crisis? *Which group of French society would have gained from the constitution of 1791? *What was the role of philosophers in French revolution? *how would you explain the rise of Napoleon? *Describe the circumstances leading to outbreak of revolution.
7.	Feedback and remedial teaching	*slow learners will be personalized attention to address their specific learning needs *will include games or incorporating music or rhythm into lessons *students will work in one-in-one small groups to provide extra support and guidance

8.	Inclusivepractices	*shortquestionsandextranoteswillbeprovided *mapwork
Ch2:SocialisminEuropeandtheRussianRevolution		No.ofPeriods:10-15
1.	PKTesting	
2.	SpecificLearningoutcomes	*Explaintheliberal,radicalsandconservativepoliticaltendencies *Familiarizewiththedifferenttypesofideasthatinspiredthe revolution *Explorethecausesofdifferenteventsofrevolution *
3.	PedagogicalStrategies	*Interactivestorytellingmethodonexploitationoflabours.Explainthe major events of Russian revolution *TimelinedepictingthemajoreventsoftheRussianrevolution *discussthecausesofRussianrevolution
4.	InterdisciplinaryLinkagesandinfusionof life skills	*Childrenwilllearn to appreciate the sacrifice of Russians *Proudandsupportthestruggleoflabourunions *TakeinspirationfromRussianrevolution *Curiosityknowmoreaboutrevolution
5.	ResourcesIncludingICT	* http://youtu.be/f2xftloLa44 * http://youtu.be/H86FlgkQmo
6.	Assessmentitems	OralQuiz, Multiple Choice questions, Short answer question, Long answer questions, Competency based questions
7.	Feedbackandremedialteaching	*Practiceofimportantconceptsandmovements *Mapworkforpractice
8.	Inclusivepractices	*shortquestionsandextranoteswillbeprovided

Ch2:PhysicalFeaturesofIndia		No.ofPeriods:10
1.	PKTesting	*Doyouknowaboutthe physicalfeaturesofIndia? *DoyouknowaboutIndiandesert? *NamethemajorriversofIndia. *Whatistheuseof coastalplains?
2.	SpecificLearningoutcomes	*toknowtheimportanceofhimalayas *toassesstheroleofnorthernplainsasafoodbowl of India *willbeabletodifferentiatebetweenwesternghatsandeasternghats *locate,labelandidentifyvariousmountainpasses,peaksandother important natural features
3.	PedagogicalStrategies	*ExperientialLearning *Student-LedClassroom *ClassroomDiscussion
4.	InterdisciplinaryLinkagesandinfusionof life skills	*willlearn to identify the states *WillknowthelocationofIndianstates *Importantfeaturesofdeccanplateau,northernplains,
5.	ResourcesIncludingICT	* https://youtu.be/rIFueumy74Q *Smartboard,NCERTtextbook
6.	Assessmentitems	*Howcanyousaythatallphysicalfeaturesarecomplimentarytoeach other? *VarietyofphysicalfeaturesmakeIndiaself-sufficientinthe resources”, Explain the statement by giving examples. * LocateandlabelthefollowingfeaturesonthePoliticalmapofIndia: i) CoastalPlains:CoroMandalCoast,NorthernCircars,Malabarcoast ii) HimalayanPasses:NathulaPass,ShipkiLapass, iii) HimalayanPeaks:Mt.K2,Mt.Kanchenchunga,NangaParbat, NamchaBarwa, iv) DeccanPlateau:AnaiMudi,Mahendergiri,MalwaandVindhya range.

7.	Feedbackandremedialteaching	*Reviewthelearningachievementofallthestudents byasking5Whys. higher order thinking questions and logical reasoning questions. *studentswillbeaskedtopreparemindmapsonthetheme: *Conductremedialclassforslowlearners. *Initially,theteacherpreparesshortquestionsandanswersforthe slow learners. *However,theteacheralsouses“<i>PairandShare</i>”method.
8.	Inclusivepractices	*Practiceofmapwork *Discussionondifferenttopicsofchapterforclearanceofchapter

Ch2:PeopleasaResource		No.ofPeriods:10
1.	PKTesting	*Namethefactorsofproduction. *DefineHumanCapital *Howhumancapitalformed? *Whatistheimportanceofskilledhumancapital?
2.	SpecificLearningoutcomes	*studentswillbeabletoconcludethatthemostimportantresource of any nation is people *theywillbeabletoexplainHumancapital *theywillbeabletoexplaineffectsofunemployment *studentswillbeabletodifferentiatebetweenseasonalanddisguised employment
3.	PedagogicalStrategies	*ExperientialLearning:Studentswilldiscussonthetopic-“Educationis themostimportantfactorinhumanresourcedevelopment”
4.	InterdisciplinaryLinkagesandinfusionof life skills	*ThislessonislinkedwithGeographyandScience. *SometermslikeEconomicActivities-Primary,SecondaryandTertiaryas well as Employmentand unemployment,literacy rate are explainedin geographyalso.Termslikelifeexpectancy,Infantmortalityrate(IMR)isexplainedinScienc also.
5.	ResourcesIncludingICT	*Studentswillbeaskedtomakeatableonvariousactivitiesundertaken inthePrimary,secondaryandtertiarysector
6.	Assessmentitems	*Whatistheroleofhumancapitalformation? *Howishumanresourceessuperiorthanotherresources? *Differencebetweenmarketableeconomicactivitiesandnon- marketable economic activities.
7.	Feedbackandremedialteaching	Necessaryhelpandguidancewillbeprovidedtothestudentsto overcome their problems
8.	Inclusivepractices	Teachingapproachwilladdressthe needsofslow learnersand students with different abilities.

Ch2:Constitutional design		No.ofPeriods:10
1.	PKTesting	*whatisdemocracy? *Howacountryisruled? *whataremeritsanddemeritsofdemocracy? *whyacountryneedsa constitution?
2.	SpecificLearningoutcomes	*Todevelopasenseofrespectforthe struggleofthe peoplefor independence and the problems they faced while drafting the constitution. *Realizationtheneedandimportanceoftheconstitution *Theywillgetfamiliarizedwiththewordsslikesovereign, socialist, secular, fraternity etc. *Tocomeacrosswiththesocial evilsandwillworkuponthewaysto eradicate them *Tosensitizetheimportancepeace,harmony,rules,regulations, rights

		and duties to be a responsible citizen of the nation.
3.	Pedagogical Strategies	*scrapbook: to familiarize the students about two great personalities and their struggle against apartheid *compare struggle of making of south Africa constitution with Indian constitution
4.	Interdisciplinary Linkages and infusion of life skills	*Write a short note on the visit of Gandhi Ji in South Africa and how did he get influenced to change social condition in India? (HISTORY) *Sense of sharing, unity in diversity, collective responsibility, teamwork
5.	Resources Including ICT	*Brainstorming, questioning, group discussion, survey and inquiry, debate, picture representation, library resources etc
6.	Assessment items	*Draft a constitution of your own school including rules, regulations of the school, rights and duties of school staff and students and amendments to be done etc. *Write down the meaning of the following words and make sentences out of them. a) Fraternity b) Sovereign c) Secular d) Fraternity
7.	Feedback and remedial teaching	*slow learners will be given short questions to learn *Preamble of Indian Constitution will be discussed in class with maximum participation of students
8.	Inclusive practices	*making rules for class *sense of responsibility towards society

Ch3: Electoral Politics		No. of Periods: 8
1.	PK Testing	*Why do we need elections? *What do you mean by elections? *Do you know about major political parties in India? *How do we have elections in India?
2.	Specific Learning outcomes	*Familiarize with our Electoral System and the reason as to why we have chosen this system *Develop an appreciation of citizen's increased participation in electoral politics *Recognize the significance of Election Commission *Be sensitive to the existing malpractices in our Electoral System.
3.	Pedagogical Strategies	*electoral system through class monitor election process *working of elections *students thinking skills will improve
4.	Interdisciplinary Linkages and infusion of life skills	*A debate will be held on the topic “Holding general and state elections simultaneously”; highlighting its pros and cons.” *Picture description: Students will give their opinion
5.	Resources Including ICT	* https://www.youtube.com/watch?v=ZZOQeg9lcl *Smartboard, Ncert Book, Newspaper discussions *Current political situation discussion
6.	Assessment items	*Election procedure by electing the class monitor *What is EVM? *Mention provisions which ensure the independence of Election Commission. *“Elections are considered essential for any representative democracy.” Why?
7.	Feedback and remedial teaching	*Teacher will suggest value points for improvement *Worksheets can be given for more practice.
8.	Inclusive practices	*Collect information from newspaper *students will act like political leaders and some as common citizens to express view

Ch3:PovertyasaChallenge		No.ofPeriods:10
1.	PKTesting	*What is poverty? *What do you mean by basic needs? *Suggest any three ways to remove poverty from India. *Which person according to you is called poor?
2.	Specific Learning outcomes	*Familiarize with the basic concepts like poverty, social exclusion, vulnerability, causes of poverty and poverty measures *Analyse the poverty estimate of the country and even globally *Understand the causes of poverty *Understand the role of government of India in removing poverty
3.	Pedagogical Strategies	*case studies, causes of poverty, anti-poverty measures *data interpretation:-poverty estimates, inter-stated disparities, global poverty scenario
4.	Interdisciplinary Linkages and infusion of life skills	*research based survey on poverty alleviation plan for a district *data collection on poverty *ask it will be presented by students *to give their thoughts/plan to remove poverty
5.	Resources Including ICT	*MCQ's, Class test, quiz, Project related to the topic will be given *http://www.youtube.com/watch?v=V91lpD6NCW8 *smartboard, ncert textbook
6.	Assessment items	*What are various global and national trends in poverty? *What are various challenges related to poverty in India? *What are the indicators of poverty?
7.	Feedback and remedial teaching	Necessary help and guidance will be provided to the students to overcome their problems
8.	Inclusive practices	Teaching approach will address the needs of slow learners and students with different abilities

Ch3:Drainage		No.ofPeriods:10
1.	PKTesting	*What you understand by word Drainage? *Name the rivers which flow from West to East and East to West. *Name the physiographic division for India.
2.	Specific Learning outcomes	*appraise the role of rivers and lakes in the country's economy. *learn to conserve water *value the cleanliness of water *differentiate between drainage and drainage basin *identify the various drainage patterns and how they are formed *compare the east flowing with west flowing rivers of peninsular plateau
3.	Pedagogical Strategies	*an interactive session where students will be encouraged to compare and contrast the characteristics of Himalayan and Peninsular rivers *an interactive session to initiate the class discussion role of rivers in the economy.
4.	Interdisciplinary Linkages and infusion of life skills	*GEOGRAPHY—On an outline map of India show the major Himalayan and peninsula rivers. *Collect information on how industries are polluting our rivers and represent them in the form of pie diagram and bar graphs
5.	Resources Including ICT	*MCQ's, Class test, quiz, Map practice *smartboard, ncert textbook
6.	Assessment items	*On what basis are drainage patterns classified? Name and explain the various drainage patterns *Why does the Brahmaputra in its Tibetan part have less silt, despite a

		longer course?
7.	Feedback and remedial teaching	Necessary help and guidance will be provided to the students to overcome their problems
8.	Inclusive practices	Teaching approach will address the needs of slow learners and students with different abilities <u>A Crossword puzzle</u> will be distributed in class for recapitulation activity