

LESSON PLAN(2026-27)

CLASS 9Th – SOCIAL SCIENCE

TERM-1

Ch-1: Understanding Social Science		No. Of Periods: 7
1.	PK Testing	*Which social science disciplines primarily deals with the study of government systems, political policies, and power structures? *Which subjects are included in social science? *What is government and why do we need it ? *Why do some people grow crops while others make things? *Which discipline studies the Earth's surface?
2.	Specific Learning outcomes	Students will be able to: *Define social science and its branches-History, Geography, Political Science and Economics. *Differentiate between the four branches with examples. *Explain the inter-relationship between these branches *Appreciate the importance of Social science in understanding society
3.	Pedagogical Strategies	*Discussion and brainstorming: What did you see on your way to school?Connect to all 4 branches *Mind-map activity: Students will make a chart of social science branches
4.	Interdisciplinary Linkages and infusion of life skills	Science:How natural resources and climate affect human life Mathematics: Understanding timeline, data from census.
5.	Assessment items	*What are the four main branches of social science? *Why is history called the study of past? * What does geography deal with? *Correlate all four branches of social science
6.	Feedback and remedial teaching	Weak students will be identified through class test. Peer tutoring-bright students will help slow learners
7.	Inclusive practices	Extra questions for practice

Ch 2: Shaping of the Earth's surface		No. of Periods: 11
1.	PK Testing	*What are the three layers of the Earth? *What do you know about mountains, plateaus and plains? *Have you ever seen a volcano or an earthquake on TV? *What is map and what is globe?
2.	Specific Learning outcomes	Students will be able to: *Understand the concept of Lithospheric plates and their movements *Explain internal processes-earthquakes and volcanoes. *Differentiate between exogenic and endogenic forces *Describe work of river, wind, sea waves and glacier as agents of erosion and deposition *Define weathering, erosion, meander, floodplain, beach, sand dune, moraine etc.
3.	Pedagogical Strategies	*Draw three layers of earth *Discussion- Why is earth not flat?What shapes it ? *Major plate boundaries.
4.	Interdisciplinary Linkages and infusion of life skills	*LIFE SKILLS: Observation, scientific temper, disaster management awareness, environmental sensitivity, creativity
5.	Resources Including ICT	Text book, smart class showing work of river/wind/glacier

6.	Assessment items	*What are endogenic forces? Name two agents of erosion. *Differentiate between erosion and deposition. *How are beaches formed? *Draw a labeled diagram of layers of earth and types of plate movement
7.	Feedback and remedial teaching	*short questions will be discussed *slow learners will be given simplified questions for preparation, Peer learning and extra practice questions
8.	Inclusive practices	Diagram questions will be asked , MCQ and quiz will be asked

Ch 3: Atmosphere and Climate		No. of Periods: 10
1.	PK Testing	*What is air?Can we see air? *Why do we feel hot in summer and cold in winter? *What is wind?Have you seen a weather report? *What causes rain?
2.	Specific Learning outcomes	Students will be able to : *define atmosphereand it composition. *Explain the five layers of atmosphere *Differentiate between weather and climate *Explain the elements of weather.
3.	Pedagogical Strategies	*Draw different layers of atmosphere *Discussion; Why do mountaineers wear oxygen mask?Why is ozone layer important?
4.	Interdisciplinary Linkages and infusion of life skills	Science: composition of air, greenhouse effect, water cycle. Life skills: Environmental awareness, analytical thinking, effects of pollution
5.	Resources Including ICT	*videos on layers of atmosphere and text book and daily weather report discussion
6.	Assessment items	*which is the most important layer for weather?what is the %of oxygen? *What is the difference between climate and weather? *Name the layers of atmosphere. Draw labeled diagram of layers *Which gas protects us from UV rays?
7.	Feedback and remedial teaching	Weather and climate will be explained again. Short question will discussed and asked from slow learners and peer discussion
8.	Inclusive practices	Practice of coloured diagram of layers of atmosphere Discussion of weather and climate

Ch 4: Beginning of Civilization		No. of Periods: 11
1.	PK Testing	*How did early humans live? What is the Stone age? *what is meant by civilization? *Name any two oldest civilization *why do people live near rivers?
2.	Specific Learning outcomes	Students will be able to: *understand transition from hunter-gatherer to settled life. *list conditions required for a civilization to grow-fertile land, water, security. *explain key features of early civilization- Mesopotamian, Egyptian, Chinese, Indus valley *understand inventions-wheel,script, agriculture, pottery *appreciate the importance of discovery of fire and farming
3.	Pedagogical Strategies	*Time line making- from early man to civilization *Discussion: Why are river valleys called cradles of civilization?

4.	Interdisciplinary Linkages and infusion of life skills	*Geography: How rivers and fertile soil helped civilizations grow. *Science: discovery of fire, tools, metals
5.	Resources Including ICT	*textbook pictures of pyramids, videos on Mohenjodaro/Harappa on smart board
6.	Assessment items	*What are the four oldest river valley civilizations? *Why did early civilizations develop near rivers? *Write two features of Egyptian civilization. *Why were rivers important in the growth of early civilization?
7.	Feedback and remedial teaching	Simple time line will be discussed to understand the concept Slow learners will be helped by peer group and short questions will be asked to ease the topic.

Ch 5: State and society(upto 1000 CE)		No. of Periods: 11
1.	PK Testing	*What is a State? What is a Kingdom? *Name some great kings of ancient India. *What is society? What is varna/jati system? *What do you know about Ashoka or Guptas?
2.	Specific Learning outcomes	Students will be able to: *understand formation of Mahajanapadas and rise of Magadha *explain Mauryan administration and Ashoka's Dhamma *Describe Gupta period as Golden Age – administration, society, economy *understand social structure-varna, jati, family, position of women
3.	Pedagogical Strategies	Map: Marking Magadha, Mauryan and Gupta empire on map Discussion: How was society different then and now?
4.	Interdisciplinary Linkages and infusion of life skills	Political Science: Concept of state, welfare state, administration Economics: taxation, trade during Gupta
5.	Resources Including ICT	Textbook, Video on Ashoka-Kalinga war and dhamma
6.	Assessment items	*Who founded Mauryan empire? Why Gupta period called Golden Age? * Describe social life during Gupta period. *Difference between Varns and jati, Mauryan and gupta administration
7.	Feedback and remedial teaching	Mauryan and gupta period will be discussed again Short questions will be asked to simplify the concept and understand better

Ch 6: Democracy		No. of Periods: 10
1.	PK Testing	*What is government? Why do we need rules? *Have you seen elections and voting? *What is the difference between King and a leader chosen by people? *Do you think everyone should have equal right to vote?
2.	Specific Learning outcomes	Students will be able to: *Define democracy and its key features-equality, liberty, justice *differentiate between direct and representative democracy *explain importance of voting, constitution and rule of law *understand rights and duties of citizens in a democracy *appreciate why democracy is better than monarchy/dictatorship
3.	Pedagogical Strategies	Discussion- electing class monitor to explain democracy Debate: Is democracy the best form of government
4.	Interdisciplinary Linkages and infusion of	Life skills: decision making, equity, tolerance, active participation,

	life skills	leadership, respect for other's opinion Maths: Interpreting election result data/vote count graph
5.	Resources Including ICT	Textbook, Indian constitution picture, Video on democracy from smart board
6.	Assessment items	*Define democracy. What is universal adult franchise? *Write three features of democracy *What is the difference between Parliamentary system and Presidential system *Why is voting important? *Which country is the largest democracy?
7.	Feedback and remedial teaching	Simple definition and features of democracy will be discussed Example from present life with democracy will help students to understand Slow learners will be given worksheet to understand
8.	Inclusive practices	Students will be encouraged to participate in class election Class duties and fundamental rights will be discussed

Ch 7: Elections		No. of Periods: 10
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 *Smart board, 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

Ch 8: Building Blocks in Economics		No. of Periods: 9
1.	PK Testing	*What do you need in daily life-food, clothes, house? What are they

		called? *Why do your parents go to work? *What is money used for ? Have you ever visited a market? *What is the difference between a need and want?
2.	Specific Learning outcomes	Students will be able to : *Define basic economic terms- needs, wants, goods, services, utility *Differentiate between human wants and economic activities •*Explain economic activities- production, consumption, • exchange,distribution •Understand concept of scarcity and choice
3.	Pedagogical Strategies	Activity- List 10 needs/ wants of students and categorize as goods/services Discussion- Why can't we get everything we want?
4.	Interdisciplinary Linkages and infusion of life skills	Maths: Calculating cost, profit/loss, budgeting. Life skills: Financial literacy, decision making, resource management, critical thinking, value for money, saving habit
5.	Resources Including ICT	Textbook, video on What is Economics?
6.	Assessment items	*Define goods and services. What is scarcity? *What are economic activities? *What is the main objective of a welfare economy? *Name the three basic economic activities
7.	Feedback and remedial teaching	Students often get confuse goods and services. Re-taught with daily examples Examples from daily routine economic activities will be discussed
8.	Inclusive practices	Students to share market experience with parents , short task will be given to students of market

Ch 9: The Price Puzzle: What Drives the Market		No. of Periods: 10
1.	PK Testing	*Why does price of vegetables go up in rainy season? *What happens when many people want to buy same toy and shop has only 1? *Have you seen bargaining in market? *What decides the price of your school uniform?
2.	Specific Learning outcomes	Students will be able to: *define market and its types *Understand concepts of demand and supply *explain law of demand and law of supply with examples *understand how price is determined by interaction of demand and supply Explain effects of price change on consumer and producer
3.	Pedagogical Strategies	Graph drawing: Simple demand and supply curve Discussion: Why air tickets are costly in holidays?
4.	Interdisciplinary Linkages and infusion of life skills	Maths: Drawing and interpreting demand and supply graphs, price calculation Geography: How climate/transport affects supply and price Life skills: Financial literacy, critical thinking, decision making
5.	Resources Including ICT	Textbook, graph sheets, chart of demand and supply
6.	Assessment items	*What is demand and supply? *What happens to price when demand is more? *State law of demand and supply *Why does price of mangoes fall in summer?
7.	Feedback and remedial teaching	Students get confused in demand and supply Concept will be made clear with real life example of demand and supply Slow learners will be given short questions to learn

8.	Inclusive practices	To learn from daily buying activity from market and from friends and family to get /understand the experience of market
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