

## LESSON PLAN(2024-25)

### CLASS 9<sup>Th</sup> – SOCIAL SCIENCE

#### TERM-1

<b>Ch-1: India and Its Location</b>		<b>No. Of Periods: 7</b>
1.	PK Testing	(i) what are latitudes and longitudes? (ii) Why are these lines important for us? (iii) Can you tell India lies in which hemisphere? (iv) Can you name some neighbouring countries of India?
2.	Specific Learning outcomes	*Identify and locate standard meridian of India, Tropic of cancer and neighbouring countries *Appreciate the importance of India's relation with the world through ages *Appreciate the reason why an ocean is named after India *Define the concept of subcontinent and is also to identify countries part of Indian sub-continent
3.	Pedagogical Strategies	*Experiential Learning *Smart Classroom *Class Discussion
4.	Interdisciplinary Linkages and infusion of life skills	* How to calculate time with the help of Longitudes? *To know more about and its location
5.	Resources Including ICT	*Map Activity *Map of India Animated video *Green Board * <a href="https://youtu.be/1qFUJOOjX7Y">https://youtu.be/1qFUJOOjX7Y</a>
6.	Assessment items	*What is the latitudinal and longitudinal? *Name the countries which are larger than India. *Which neighbouring country lie to it's North-west? *Name the international border line between India and China. *Name all the Union Territories of India.
7.	Feedback and remedial teaching	*The teacher prepares short questions and answers for the slow learners. *Concept will be more explained with examples
8.	Inclusive practices	*MCQ questions for practice *Discussion on India and its location

<b>Ch 1: What is democracy? Why Democracy?</b>		<b>No. of Periods: 7-8</b>
1.	PK Testing	*Are international organizations completely democratic? *How can international organization be more democratic? *What is rule of law? *distinguish between direct and indirect democracy.
2.	Specific Learning outcomes	*students will be able to understand that not every country that holds election periodically can be called democratic. *They will be able to appreciate the virtue of political equality *They will be able to understand the necessity of political competition and participation
3.	Pedagogical Strategies	*Teacher will conduct election of monitor in the class. After conducting this activity concept will be explained *A debate will be organised in the 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	*Smart board * <a href="https://www.youtube.com/watch?v=jZLwz41y4IQ">https://www.youtube.com/watch?v=jZLwz41y4IQ</a>
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

<b>Ch 1: The French Revolution</b>		<b>No. of Periods: 10-15</b>
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 organize 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	*time line *Smart board * 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.	Inclusive practices	*short questions and extra notes will be provided *map work

Ch 2: Socialism in Europe and the Russian Revolution		No. of Periods: 10-15
1.	PK Testing	
2.	Specific Learning outcomes	*Explain the liberal, radicals and conservative political tendencies *Familiarize with the different types of ideas that inspired the revolution *Explore the causes of different events of revolution *
3.	Pedagogical Strategies	*Interactive story telling method on exploitation of labours. Explain the major events of Russian revolution *Time line depicting the major events of the Russian revolution *discuss the causes of Russian revolution
4.	Interdisciplinary Linkages and infusion of life skills	*Children will learn to appreciate the sacrifice of Russians *Proud and support the struggle of labour unions *Take inspiration from Russian revolution *Curiosity know more about revolution
5.	Resources Including ICT	* <a href="http://youtu.be/f2xftloLa44">http://youtu.be/f2xftloLa44</a> * <a href="http://youtu.be/H86FlgkjQmo">http://youtu.be/H86FlgkjQmo</a>
6.	Assessment items	Oral Quiz, Multiple Choice questions, Short answer question, Long answer questions, Competency based questions
7.	Feedback and remedial teaching	*Practice of important concepts and movements *Map work for practice
8.	Inclusive practices	*short questions and extra notes will be provided

Ch 2: Physical Features of India		No. of Periods: 10
1.	PK Testing	*Do you know about the physical features of India? *Do you know about Indian desert? *Name the major rivers of India. *What is the use of coastal plains?
2.	Specific Learning outcomes	*to know the importance of himalayas *to assess the role of northern plains as a food bowl of India *will be able differentiate between western ghats and eastern ghats *locate, label and identify various mountain passes, peaks and other important natural features
3.	Pedagogical Strategies	*Experiential Learning *Student-Led Classroom *Classroom Discussion
4.	Interdisciplinary Linkages and infusion of life skills	*will learn to identify the states *Will know the location of Indian states *Important features of deccan plateau, northern plains,
5.	Resources Including ICT	* <a href="https://youtu.be/rlFueumy74Q">https://youtu.be/rlFueumy74Q</a> *Smart board, NCERT textbook
6.	Assessment items	*How can you say that all physical features are complimentary to each other? *Variety of physical features make India self-sufficient in the resources”, Explain the statement by giving examples. * <b>Locate and label the following features on the Political map of India:</b> i) Coastal Plains: Coro Mandal Coast, Northern Circars, Malabar coast ii) Himalayan Passes: Nathu la Pass, Shipki La pass, iii) Himalayan Peaks: Mt. K2, Mt. Kanchenchunga, NangaParbat, NamchaBarwa, iv) Deccan Plateau: AnaiMudi, Mahendergiri, Malwa and Vindhya range.

7.	Feedback and remedial teaching	<ul style="list-style-type: none"> <li>*Review the learning achievement of all the students by asking 5 Whys. higher order thinking questions and logical reasoning questions.</li> <li>*students will be asked to prepare mind maps on the theme:</li> <li>*Conduct remedial class for slow learners.</li> <li>*Initially, the teacher prepares short questions and answers for the slow learners.</li> <li>*However, the teacher also uses <b>“Pair and Share”</b> method.</li> </ul>
8.	Inclusive practices	<ul style="list-style-type: none"> <li>*Practice of map work</li> <li>* Discussion on different topics of chapter for clearance of chapter</li> </ul>

<b>Ch 2: People as a Resource</b>		<b>No. of Periods: 10</b>
1.	PK Testing	<ul style="list-style-type: none"> <li>*Name the factors of production.</li> <li>*Define Human Capital</li> <li>*How human capital formed?</li> <li>*What is the importance of skilled human capital?</li> </ul>
2.	Specific Learning outcomes	<ul style="list-style-type: none"> <li>*students will be able to conclude that the most important resource of any nation is people</li> <li>*they will be able to explain Human capital</li> <li>*they will be able to explain effects of unemployment</li> <li>*students will be able to differentiate between seasonal and disguised employment</li> </ul>
3.	Pedagogical Strategies	*Experiential Learning: Students will discuss on the topic-“Education is the most important factor in human resource development”
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> <li>* This lesson is linked with Geography and Science.</li> <li>*Some terms like Economic Activities- Primary, Secondary and Tertiary as well as Employment and unemployment, literacy rate are explained in geography also. Terms like life expectancy, Infant mortality rate (IMR) is explained in Science also.</li> </ul>
5.	Resources Including ICT	*Students will be asked to make a table on various activities undertaken in the Primary, secondary and tertiary sector
6.	Assessment items	<ul style="list-style-type: none"> <li>*What is the role of human capital formation?</li> <li>*How is human resources superior than other resources?</li> <li>*Difference between marketable economic activities and non-marketable economic activities.</li> </ul>
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.

<b>Ch 2: Constitutional design</b>		<b>No. of Periods: 10</b>
1.	PK Testing	<ul style="list-style-type: none"> <li>*what is democracy?</li> <li>*How a country is ruled?</li> <li>*what are merits and demerits of democracy?</li> <li>*why a country need a constitution?</li> </ul>
2.	Specific Learning outcomes	<ul style="list-style-type: none"> <li>*To develop a sense of respect for the struggle of the people for independence and the problems they faced while drafting the constitution.</li> <li>*Realization the need and importance of the constitution</li> <li>* They will get familiarized with the words like sovereign, socialist, secular, fraternity etc.</li> <li>*To come across with the social evils and will work upon the ways to eradicate them</li> <li>*To sensitize the importance peace, harmony, rules, regulations, rights</li> </ul>

		and duties to be a responsible citizen of the nation.
3.	Pedagogical Strategies	*scrap book: 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, team work
5.	Resources Including ICT	*Brain storming, 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

<b>Ch 3: Electoral Politics</b>		<b>No. of Periods: 8</b>
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 <b>“Holding general and state elections simultaneously ’; highlighting its pros and cons.”</b> * Picture description: Students will give their opinion
5.	Resources Including ICT	* <a href="https://www.youtube.com/watch?v=ZZOOqeg9lcl">https://www.youtube.com/watch?v=ZZOOqeg9lcl</a> *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

<b>Ch 3: Poverty as a Challenge</b>		<b>No. of Periods: 10</b>
1.	PK Testing	<ul style="list-style-type: none"> <li>*What is poverty?</li> <li>*What do you mean by basic needs?</li> <li>*Suggest any three ways to remove poverty from India.</li> <li>*which person according to you is called poor?</li> </ul>
2.	Specific Learning outcomes	<ul style="list-style-type: none"> <li>*Familiarize with the basic concepts like poverty, social exclusion, vulnerability, causes of poverty and poverty measures</li> <li>*Analyse the poverty estimate of the country and even globally</li> <li>*Understand the causes of poverty</li> <li>*Understand the role of government of India in removing poverty</li> </ul>
3.	Pedagogical Strategies	<ul style="list-style-type: none"> <li>*case studies, causes of poverty, anti poverty measures</li> <li>*data interpretation:-poverty estimates, inter-state disparities, global poverty scenario</li> </ul>
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> <li>*research based survey on poverty alleviation plan for a district</li> <li>*data collection on poverty</li> <li>*a skit will be presented by students</li> <li>*to give their thoughts /plan to remove poverty</li> </ul>
5.	Resources Including ICT	<ul style="list-style-type: none"> <li>*MCQ's, Class test, quiz, Project related to the topic will be given</li> <li>*<a href="http://www.youtube.com/watch?v=V91lpD6NCW8">http://www.youtube.com/watch?v=V91lpD6NCW8</a></li> <li>*smart board, ncert text book</li> </ul>
6.	Assessment items	<ul style="list-style-type: none"> <li>*What are various global and national trends in poverty?</li> <li>*What are various challenges related to poverty in India?</li> <li>*what are the indicators of poverty?</li> </ul>
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

<b>Ch 3: Drainage</b>		<b>No. of Periods: 10</b>
1.	PK Testing	<ul style="list-style-type: none"> <li>*What you understand by word Drainage?</li> <li>*Name the rivers which flow from West to East and East to West.</li> <li>*Name the physiographic division for India.</li> </ul>
2.	Specific Learning outcomes	<ul style="list-style-type: none"> <li>*appraise the role of rivers and lakes in the country's economy.</li> <li>*learn to conserve water</li> <li>*value the cleanliness of water</li> <li>*differentiate between drainage and drainage basin</li> <li>*identify the various drainage patterns and how they are formed</li> <li>*compare the east flowing with west flowing rivers of peninsular plateau</li> </ul>
3.	Pedagogical Strategies	<ul style="list-style-type: none"> <li>* an interactive session where students will be encouraged to compare and contrast the characteristics of Himalayan and Peninsular rivers</li> <li>* an interactive session to initiate the class discussion role of rivers in the economy.</li> </ul>
4.	Interdisciplinary Linkages and infusion of life skills	<ul style="list-style-type: none"> <li>*GEOGRAPHY – On an outline map of India show the major Himalayan and peninsula rivers.</li> <li>*Collect information on how industries are polluting our rivers and represent them in the form of pie diagram and bar graphs</li> </ul>
5.	Resources Including ICT	<ul style="list-style-type: none"> <li>*MCQ's, Class test, quiz, Map practice</li> <li>*smart board, ncert text book</li> </ul>
6.	Assessment items	<ul style="list-style-type: none"> <li>* On what basis are drainage patterns classified? Name and explain the various drainage patterns</li> <li>*Why does the Brahmaputra in its Tibetan part have less silt, despite a</li> </ul>

		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 A <u>Cross word puzzle</u> will be distributed in class for recapitulation activity