**BUDHA DAL PUBLIC SCHOOL, SAMANA**

**LESSON PLAN**

**CLASS - IX**

**SUBJECT - SOCIAL SCIENCE**

**SYLLABUS - TERM - I**

**Name of Teacher: Ms. Harjeet Kaur**

***APRIL MAY***

1. What is democracy? Why democracy? 5. The French Revolution

2. The story of village Palampur. 6. Constitutional Design

3. People as a Resource 7. Forest Society and Colonialism

4. India - Size and location

***JULY AUGUST***

8. Physical Features of India. 11. Drainage

9. Poverty as a challenge 12. Socialism in Europe and the Russian Revolution

10. Electoral Politics

***SEPTEMBER OCTOBER***

13. Climate 14. Nazism and The Rise of Hiteer

15. Food Security in India.

16. Working of Institutions

***NOVEMBER***

17. Democratic Rights

18. Natural Vegetation

19. Population

**Subject: Political Science**

**Lesson** - What is democracy? Why democracy?

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. How many forms of government are prevailing in the world?  2. What do you mean by democracy? |
| **Learning Objectives** | 1. Develop conceptual skills of defining democracy.  2. Understand how different historical processes and forces have promoted democracy.  3. Develop a sophisticated defense of democracy against common prejudices. |
| **Curriculum Addressed** | Meaning of democracy, features of democracy, why do we need democracy, broader meaning of democracy. |
| **Teaching Strategy**  **OR**  **Technique** | Teacher will discuss and explain the chapter of the course recommended.  Interactive, questioning, picture illustration, group discussion. |
| **Students' engagement and Art Integration** | Role play 'The Mock Parliament'  1. Whole class will be divided into two groups.  2. Out of the whole class one student will become speaker.  3. Two groups will be divided as one will represent ruling party and other group will be opposite party.  4. Both the groups will have discussion on the policies of the government.  5. Opposite party will ask questions from the ruling party.  6. Speaker will control their discussion. |
| **Competency** | Understanding, critical evaluating and leadership skill. |
| **Evaluation** | By assignment and asking questions individually |
| **Teacher self assessment** | Ensure active participation of students.  All the concepts of lessons should be clear to the students. |

**Subject: Political Science**

**Lesson** - Constitutional Design

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. Name the institutions necessary to win the administration.  2. Why do we need constitution? |
| **Learning Objectives** | 1. To understand the process of constitution making.  2. Develop respect for the constitution and appreciation for constitutional values.  3. Recognize constitution as a dynamic of living document. |
| **Content** | Why do we need constitution?  Making of the Indian constitution.  Guiding values of the Indian Constitution. |
| **Art Integration** | Students will draw preamble is their notebooks and will explain the main features of preamble. |
| **Competency** | Understanding, conceptual, critical evaluation. |
| **Evaluation** | By assignment and asking questions personally. |
| **Teacher self assessment** | Ensure active participation of students. |

**Subject: Political Science**

**Lesson** - Electoral Politics

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. What do you mean by elections?  2. After how many years elections are conducted in our country? |
| **Learning Objectives** | 1. Understand representative democracy via competitive party politics.  2. To familiarize the student with Indian electoral system.  3. Reason out for the adoption of present Indian electoral system.  4. Recognize the significance of the election commission. |
| **Curriculum Addressed** | 1. Why do we need elections?  2. What is our system of elections?  3. What makes elections in India democratic? |
| **Art Integration** | Role play 'The Mock Election'  1. Whole class will be divided into four groups or four political parties.  2. Mock elections compaign will be conduct.  3. Date of elections and fillings the nomination forms will be declared.  4. Elections polling will be conducted and later on results will be declared.  Students will make a flow charts relating to different stages of election process. |
| **Competency** | Understanding, conceptual and critical thinking. |
| **Evaluation** | By assignment and asking questions personally. |
| **Teacher self assessment** | Ensure active participation of students. |

**Subject: Economics**

**Lesson** - Story of Village Palampur

**Technology used** - Zoom classes, NCERT Book, Pictures

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| **P. K. Testing** | 1. What do you mean by production?  2. When did green Revolution take place? |
| **Learning Objectives** | To familiarize with basic economic concepts through an imaginary story of a village. |
| **Curriculum Addressed** | Overview of chapter, organization of production, farming in Palampur, Non - farming activities of Palampur. |
| **Students' engagement and Art Integration** | Pictorial explanation will be done by the students on the modern Techniques of farming. |
| **Competency** | Understanding, Analysing, conceptual clarity. |
| **Evaluation** | By assignment and asking questions individually. |
| **Teacher self assessment** | Ensure active participation of students.  Each of every concept should be clear to student. |

**Subject: Economics**

**Lesson** - People as a Resource

**Technology used** - Zoom classes, NCERT Book, Pictures

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| **P. K. Testing** | 1. What do you mean by resource?  2. How human beings are considered as a resource? |
| **Learning Objectives** | 1. Understand the demographic concepts.  2. To understand how population can be seen as an asset or a liability for a nation. |
| **Curriculum Addressed** | Economic activities by men and women quality of population, unemployment. |
| **Students' engagement and Art Integration** | Students will draw the picture of three sectors of Indian economy and will mention the sectors properly. |
| **Competency** | Understanding, conceptual thingking. |
| **Evaluation** | By taking MCQ Test. |
| **Teacher self assessment** | Ensure active participation of students. |

**Subject: Economics**

**Lesson** - Poverty as Challenge

**Technology used** - Zoom classes, NCERT Book, Pictures

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| **P. K. Testing** | 1. What do you mean by poverty?  2. What is poverty line? |
| **Learning Objectives** | 1. To understand poverty as a challenge.  2. To identify vulnerable group and interstate disparities.  3. To appreciate the initiatives of the government to alleviate poverty. |
| **Curriculum Addressed** | Poverty as seen by social scientist, vulnerable groups, global poverty, causes of poverty, anti poverty measures, the challenges ahead. |
| **Art Integration** | Project will be given to students to enhance the life skills in them. |
| **Competency** | Understanding, conceptual of critical thinking |
| **Evaluation** | By asking the questions related to project. |
| **Teacher self assessment** | Active participation of all the students. |

**Subject: History**

**Lesson** - The French Revolution

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. What do you mean by monarchy?  2. Name the first revolution took place in the world for fundamental rights. |
| **Learning Objectives** | 1. Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.  2. To know the use of written, oral and visual material to recover the history of revolution. |
| **Curriculum Addressed** | French society during the late 18th Century, the outbreak of the Revolution, France Abolishes Monarchy and becomes a Republic, The Abolition of slavery, The Revolution and Every day life. |
| **Students'engagement**  **and**  **Art Integration** | Role play 'The King and Third Estate People'  A role play will be conducted between King LOUIS XVI of the third estate people in the General Assembly.  Few students will become the people of 1st estate, second group wise play the role of second estate which will sit opposite each other of other students will play the role of Third Estate People. One active student will become the King LOUIS XVI.  the whole act will be done. |
| **Competency** | Understanding, critical evaluation, leadership skill. |
| **Evaluation** | By assignment and asking questions personally. |
| **Teacher self assessment** | Ensure active participation of students. |

**Subject: History**

**Lesson** - Forest Society of Colonialism

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. What do you mean by deforestation?  2. Who were tribal peoples?  3. What was the impact of Forest Act on tribal people. |
| **Learning Objectives** | * Discuss the social and cultural world of forest communities through the study of specific revolts. * Understand how oral tradition can be used to explore tribal levels. * Impact of tribal revolt of British. |
| **Content**  **OR**  **Curriculum Addressed** | Why deforestation, The Rise of Commercial forestry, Rebellion in the forest, forest Transformation in Java. |
| **Art Integration** | Role play "Indian Forest Act"  Few students will be given by roles of vibal people and British people. Tribal people will revolts against British for implementing Forest Act. |
| **Competency** | Understanding, critical and confidence. Concept dirty by performance |
| **Evaluation** | By giving assignment and taking test. |
| **Teacher self assessment** | Active participation in Role Play and class discussion. |

**Subject: History**

**Lesson** - Socialism in Europe and The Russian Revolution

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. What do you mean by socialism?  2. How socialism is different from capitalism?  3. When did USSR disintegrated? |
| **Learning Objectives** | * Explore the history of socialism through the study of Russian Revolution. * Familiarize with the different types of ideas that inspired the revolution. |
| **Curriculum Addressed** | The age of social change, The Russian Revolution, The February Revolution, October Revolution. |
| **Art Integration** | Role play 'Act of Bloody Sunday'  Will be performed by the students. |
| **Competency** | Understanding, evaluating, critical thinking |
| **Evaluation** | By MCQ Test |
| **Teacher self assessment** | By active participation of students in class discussion and role play |

**Subject: Geography**

**Lesson** - India - size and location

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. In which Hemisphere India is located?  2. How many states and union territories are in India? |
| **Learning Objectives** | Identity the location of India in the Indian Sub continent. |
| **Curriculum Addressed**  **OR**  **Content** | Size and location, India and the world.  India's Neighbours. |
| **Students 'engagement**  **and**  **Art Integration** | Map activity will be done by the students  (a) Locate 28 states with their capitals.  (b) Tropic of cancer, standard Meridian. |
| **Competency** | Understanding, spatial skill, conceptual skill |
| **Evaluation** | By assignment map checking and questions from asking students personally. |
| **Teacher self assessment** | Ensure active participation of students. |

**Subject: Geography**

**Lesson** - Physical Features of India

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. How mountains were formed?  2. How many types of rocks are found in India? |
| **Learning Objectives** | To understand the major landforms features and of the underlying geological structure, their association with various rocks of minerals as well as nature of soil types. |
| **Content** | Major physiographic divisions |
| **Art Integration** | Map skill - students will locate mountain ranges, mountain peaks, plateaus, coastal plains |
| **Competency** | Understanding, spatial, clitoral thinking |
| **Evaluation** | By checking map of taking test |
| **Teacher self assessment** | To ensure the active participation of all the students. |

**Subject: Geography**

**Lesson** - Drainage

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. What do you mean by drainage system?  2. Name some Peninsular rivers. |
| **Learning Objectives** | To identify the river systems of the country and explain the role of rivers in the human society |
| **Content** | Major rivers and distributaries, lakes, role of rivers in the economy, pollution of rivers. |
| **Art Integration** | Map work will be done by the students  Identify:-   * The Himalayan River System * The Peninsular rivers. * Lakes - Wular, Pulicat, Sambhar, Chilika |
| **Competency** | Understanding, spit, spatial skills will be improved. |
| **Evaluation** | By talking map test. |
| **Teacher self assessment** | To ensure the active participation in class discussion and map filling. |

**Subject: Geography**

**Lesson** - Climate

**Technology used** - Zoom classes, NCERT Book, Videos

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| **P. K. Testing** | 1. What is the difference between weather and climate?  2. How monsoon art as unifying bond? |
| **Learning Objectives** | * To identify various factors influencing the climate and explain the climate variations of our country and its impact on the life of people. * Explain the importance and unifying role of monsoon. |
| **Curriculum Addressed** | Climate controls, factors influencing India's climate, the Indian Monsoon, Distribution of Rainfall, Monsoon as a unifying bond. |
| **Art Integration** | Students will identify   * Areas receiving rainfall less than 20 cm and over 400 cm. * On tehmap |
| **Competency** | Spatial skill, understanding skill. |
| **Evaluation** | Map work will be checked. |
| **Teacher self assessment** | Ensure the understanding of map and concept clarity. |