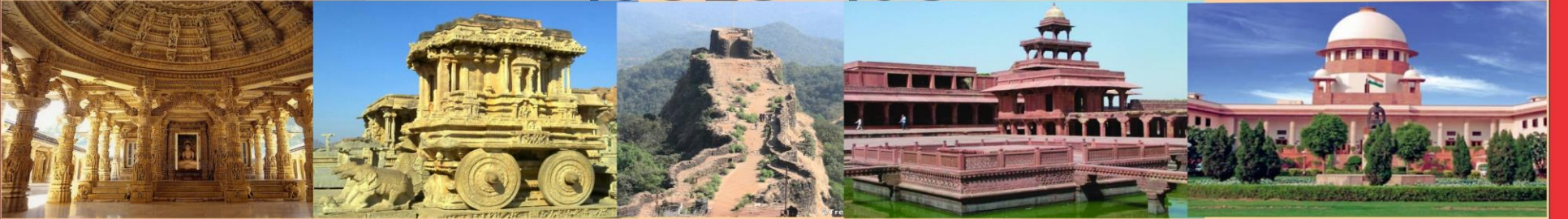


SS STF KARNATAKA DIGITAL GROUP

Presents

SOCIAL SCIENCE **9TH STANDARD**

ENGLISH MEDIUM LESSON PLAN **2019-20**



Prepared in
English Medium

Shilpa R
GHS Dalasanur
Srinivasapura Tq.
Koulara Dist.



Prepared in
Kannada Medium

Ramesh M
GHS G K Halli
Channagiri tq.
Davanagere Dist



PUBLIC EDUCATION DEPARTMENT KARNATAKA GOVERNMENT

2019–20 Academic LESSON PLAN

Subject: SOCIAL SCIENCE

Teacher Name:

Class:

School address:

Subject:-Social science Section: History Unit : 1. Christianity and Islam Religions class :-9th std
Beginning date : Ending date :

Learning points :- 1) The emergence of Christianity and islam
 2)The life and teachings of Jesus Christ and Mohammed Paigambar
 3)The spread and contributions of Christianity and Islam religions.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|-------------------|-----------------------------|--|--|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Questioning method | ❖ Grabbing the attention of the children towards the topic by asking about the religions prevailing in the world. | | Questions | Test | |
| EXPLORE | Group discussion | ❖ Dividing the students into groups. ❖ Giving one learning point to each student Giving guidance if situation demands. | Textbook Flash cards | Check list | Observation | |
| EXPLAIN | Presentation of the subject | ❖ Explaining about the life of Jesus Christ. ❖ Listing out the teachings of Jesus Christ. ❖ Discussing about the spread and contributions of Christianity. , ❖ Presentation on the life and teachings of Md Paigambar ❖ Making them to understand "The essence of all religions is humanity" | World map Picture of Jesus Christ video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ 'All the religions have good in them'—Write an essay | | | | |
| EVALUATION | | ❖ Unit test | | QP | Written test | |

Facilitator's sign **HM sign**

| Subject:-Social science | | Section: History | | Unit 2: Medieval India and Political Transition | | class:-9th std | |
|--|------------------------------------|---|--|---|------------------|---------------------------|--|
| | | | | Beginning date : | | Ending date : | |
| Learning points:- 1)Rajput families that ruled North India. 2)The contributions of Rajputs in the field of literature, art and architecture. , 3) The Advent of Turks to India and the invasions of Md Ghazni , Md Ghori and it's impact. 4)The Establishment of Delhi Sultanate, its rule and their contributions. | | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation | |
| | | | | Tools | Techniques | | |
| ENGAGE | Story telling method | ❖ Narrating the stories related to Rajputs and trying to arouse the attention of the students. Ex: the story of Chandrakantha , Prithviraj Chauhan. | | Check list | Observation | | |
| EXPLORE | Discussion method | ❖ Dividing groups. ❖ Distributing the topics. ❖ Giving feed back with suitable suggestions and guidance. ❖ Giving enough time to discuss in the group. | Flash cards Textbook | Check list | Observation | | |
| EXPLAIN | Discussion and presentation method | ❖ Giving a chance for each group to present their topic. ❖ Listing out the contributions of Rajputs. ❖ Showing the places where Md Ghori and Md Ghazni invaded in an Indian map. ❖ Listing out the contributions of different dynasties of Delhi Sultanate | India map World map Chart of Raf Rajput families Pictures Video clipping PPT | Instructions card | Performance test | | |
| EXPAND | | ❖ Prepare an album of monuments built by Delhi sultans. | | | | | |
| EVALUATION | | ❖ Unit test | | QP | Written test | | |
| Facilitator's sign | | | | HM sign | | | |

| Subject:-Social science | | Section: History | | Unit: 3.Religious Promoters and Social Reformers | | class std | |
|--|------------------------|---|--|--|-------------|---------------------------|--|
| | | | | Beginning date : | | Ending date : | |
| Learning points:- 1) Religious Promoters of India and their Philosophies 2) The life and teachings of Shankaracharya, Madwacharya and Ramanujacharya and Basavanna. 3)Dwaitha , Adhwaitha and Vishishtadwaitha philosophies. | | | | | | | |
| Steps of SE's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation | |
| | | | | Tools | Techniques | | |
| ENGAGE | Picture showing method | ❖ Getting the attention of the students by showing the pictures of Reformers and asking them to recognize them. | Pictures of Shankaracharya Basavanna | Check list | Observation | | |
| EXPLORE | | ❖ Making preparations to narrate the life and teachings of Reformers ❖ Instructing students to note down the main points. | | | | | |
| EXPLAIN | Story telling method | ✓ Narrating the life and teachings of Reformers in the form of story. ✓ Showing the places in the map and and showing the pictures while narrating the story. ❖ Asking the students to note down the main points while listening ❖ Stating the differences between the philosophies. | India Map Picture of Reformers Video clipping PPT | Check list | Observation | | |
| EXPAND | | ✓ Giving the project to children to collect the pictures of Reformers and collect extra information on them. | | | | | |
| EVALUATION | | ❖ Quiz program | | Questions | Quiz | | |
| Facilitator sign | | | | HM's sign | | | |

| Subject :- Social science | | Section: History | | unit: 4.Vijayanagara and Bahamani Kingdom | | Class : 9thstd | |
|--|------------------------------------|--|--|---|------------------|--------------------------------|--|
| | | | | Beginning date : | | ending date : | |
| Learning points: 1) The Establishment of Vijayanagar and Bahamani Kingdoms. 2)The dynasties that ruled Vijayanagar and Bahamani Kingdoms. 3) Achievements of Sri Krishnadevaraya 4)The cultural contributions of Vijayanagar and Bahamani Kingdoms. | | | | | | | |
| STEPS OF 5 E's | FECILITATING METHODS | ACTIVITIES | TLM | Evaluation | | Self evaluation of the teacher | |
| | | | | Tools | Techniques | | |
| ENGAGE | Observation method | ❖ Showing the video of Vijayanagar kingdom and arousing the interest of the students towards the lesson. | Video clipping | Check list | Observation | | |
| EXPLORE | Preparation | ❖ Preparing the students to enact the roles of Bukkaraya, Prauda Devaraya, Krishnadevaraya and Mohammed Gawan. | | | | | |
| EXPLAIN | Role play Analytical method | ❖ Children will learn as they are playing the roles. ❖ Ex: He starts his conversation with I am Bukkaraya ❖ Listing out the achievement of Krishnadevaraya. * Locating the places in the map *Discussing about the roles if situation demands. ❖ Explaining about the society, economy, and their contributions. ❖ Discussing about the cultural contribution of Bahamani Sultanate. | India Map Chart of the dynasties Pictures of temples Video PPT, | Instructions cards | Performance test | | |
| EXPAND | | ❖ Prepare a model of Hampi and write a report. | | | | | |
| EVALUATION | | ❖ Unit test | | QP | Written test | | |
| Facilitator sign | | | | | | | |
| Signature of HM | | | | | | | |
| Subject :-Social science | | Section: History | | Unit: 5.Mughals and Marathas | | Class:-9th std | |

| | | Beginning date : | | Ending date : | | |
|--|------------------------------------|---|---|------------------------|------------|---------------------------|
| Learning points:- 1)Mughal Kings those ruled in India 2) Contributions of Mughals to the field of literature, art and architecture. 3)The beginning of Maratha rule and the life of Shiva. | | | | | | |
| Steps of SE's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Questioning method | <ul style="list-style-type: none"> ❖ Name the dynasties that ruled India? ❖ By asking this question giving a base to today's topic | | Questions | Test | |
| EXPLORE | Preparation | <ul style="list-style-type: none"> ✓ Giving the roles of Babur, Humayun, Akbar , Aurangzeb, Shivaji, Peshwas and asking them to prepare for the role play. | Pictures of the kings | | | |
| EXPLAIN | Role play Discussion method | <ul style="list-style-type: none"> ✓ Giving guidance to children to learn through role play. [✓ Recording the learnt points. ✓ Discussing about the rule , revenue policy and administration of king Akbar. ✓ Discussing about the contributions of Mughals in the field of administration, society, art and architecture. ❖ Having a discussion on the relationship between Mughals and Marathas. ❖ Preparing a chart on the descendants of Shivaji. | India map -pictures of mosques, palaces and other monuments Video clipping PPT | | | |
| EXPAND | | <ul style="list-style-type: none"> ❖ Write a report on the role of Jijabai in developing patriotism in Shivaji from childhood | | | | |
| EVALUATION | | <ul style="list-style-type: none"> ❖ Quiz | | Bunch of questions | Quiz | |
| Facilitator sign | | HM sign | | | | |
| Subject:- Social science | | Section: History | | Unit : 6. Bhakthipanth | | class:-9th std |
| | | | | beginning date : | | ending date : |
| Learning points: 1) Information on Ramananda and Gurunanak | | | | | | |

| 2) Bhakthipanth in Karnataka 3) Effects of Bhakthi movement. 4) Features of Bhakthi movement | | | | | | |
|--|---|--|---|-------------------|------------------|---------------------------|
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ Showing the pictures of some bhakti panth saints and asking the students to recognize. Through this arousing the interest of the children. | Pictures of the saints of Bhakthi Panth | Check list | Observation | |
| EXPLORE | Preparation | ❖ Giving the roles of Gurunanak, vidyasagar and other social reformers and asking them to enact. | | | | |
| EXPLAIN | Role play method Discussion method | ❖ Making the students to act the character given to them. ❖ Making sure that the students are observing the role play. ❖ Listing out the causes and effects of vyakthi movement by discussion. ❖ Singing the Keertanas and dasara songs ❖ Watching the video clipping attentively. | India Map Karnataka map Chart of saints Video clipping | Instruction cards | Performance test | |
| EXPAND | | ❖ Write an essay on "Bhakthipanth saints have tried to remove caste system in the society." | | | | |
| EVALUATION | | Unit test | | QP | Written test | |

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Subject:- Social science

Section: History

Unit: 7 Europe in the Middle Ages

class:-9th std

Beginning date :

Ending date :

Learning points:- 1)The conditions of Europe during middle ages

2) The meaning of feudalism

3) The advantages and disadvantages of feudalism

| 4)The fall of feudalism | | | | | | |
|--|---------------------|---|--|--------------------------------|------------------|---------------------------|
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ Showing the chart of class system in the society and trying to grab the attention of the students. | Chart | Checklist | Observation | |
| EXPLORE | | ❖ Making groups according to the learning points ❖ Facilitating to take part in the discussion. | | | | |
| EXPLAIN | Discussion method | ❖ Discussion on the beginning of feudalism ❖ Preparing a chart on class system. ❖ Discussing about the advantages and disadvantages of feudalism. ❖ Giving suitable guidance if the situation demands. | Europe map Chart of social class system World map PPT | Instructions cards | Performance test | |
| EXPAND | | ❖ Prepare a report on land records | | | | |
| EVALUATION | | ❖ Unit test | | QP | Written test | |
| Facilitator sign | | | | | | |
| HM sign | | | | | | |
| Subject:-Social science | | Section: History | | Unit: 8 . Modern Europe | | class :-9th std |
| | | | | Beginning date : | | Ending date : |
| Learning points:- 1)The causes and effects of Renaissance. 2) Geographical exploration and it's effects. 3)Causes and effects of religious Reformation. 4)Industrial revolution and it's effects. | | | | | | |
| Steps of | Facilitating | Activities | TLM | Evaluation | Teacher's | |

| 5E's | method | | | Tools | Techniques | self evaluation |
|-------------------------|--|---|---|-------------------|------------------|-----------------|
| ENGAGE | Questions and answers method | Asking the questions to the students and trying to grab the attention of the students. | | Questions | Test | |
| EXPLORE | Group discussion | <ul style="list-style-type: none"> ◆ Making provisions to divide the students into groups on topics of Renaissance, Reformation, Geographical explorations. ❖ Analysing the Renaissance by the facilitator | Flash cards | Check list | Observation | |
| EXPLAIN | Analytical method Discussion method | <ul style="list-style-type: none"> ❖ Giving information about Renaissance and making the students to listen carefully ❖ Listing out the causes and effects of Renaissance ❖ Discussion on the change in the field of science as a result of Renaissance. ❖ Marking major sea routes in the world map. ❖ Giving more information on Martin Luther ❖ Discussion on the progress that occurred as a result of Industrial revolution. | World map Pictures of scientists , navigators Globe Flash cards Charts Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Write an essay on Change in scientific methods during Renaissance. | | | | |
| EVALUATION | | ❖ Quiz | | Questions | Quiz | |
| Facilitator sign | | | HM sign | | | |

| Subject:- Social science section: History | | Unit: 9 Revolutions and Unification of Nations | | class:-9th std | | |
|--|---------------------|---|----------------------|-----------------------|-----------|---------------------------|
| Beginning date : | | | Ending date : | | | |
| Learning points: 1) Rise of nation states and their development 2)The causes and effects of the American War of independence 3)The causes for the French Revolution4) The Unification of Italy and Germany | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Technique | |

| | | | | | | |
|-------------------|--------------------|--|---|-------------------|------------------|----------|
| | | | | | s | n |
| ENGAGE | Questioning method | <ul style="list-style-type: none"> ❖ What are the causes for the downfall of feudalism? ❖ By asking this question making the students to get interest towards the topic. | | Questions | Test | |
| EXPLORE | Group discussion | <ul style="list-style-type: none"> ❖ Dividing the groups according the learning points ❖ Giving provision for group discussion. ❖ Giving suitable suggestions. | Flash cards | Checklist | Observation | |
| EXPLAIN | Discussion method | <ul style="list-style-type: none"> ◆ Extreme nationalism is harmful for World peace speech competition. . Locating Italy and Germany in the Europe map ❖ Directing the students to collect the pictures and information on the leaders of unification. | World map Pictures of George Washington, Bismark etc | Instruction cards | Performance test | |
| EXPAND | | ❖ Suppressing the downtrodden and poor leads to an agitation. Writing an essay. | | | | |
| EVALUATION | | ❖ Unit test | | QP | Written test | |

Facilitator sign

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Subject:- Social science Section: Political science Unit : 1. Our Constitution class: 9th std

Beginning date : Ending date :

Learning points :- 1) Writing of the constitution 2)Drafting committee
3)Preamble of the constitution
4)features of the constitution
5) Fundamental rights, duties and directive principles of state policy.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|---------------------|------------|-----|------------|------------|---------------------------|
| | | | | Tools | Techniques | |

| | | | | | | n |
|-------------------|----------------------------------|---|--|-------------------|------------------|---|
| ENGAGE | Picture showing method | Showing the pictures of Dr. Ambedkar Dr Rajendra Prasad and trying to grab the attention towards the topic. | Pictures of Ambedkar , Rajendra prasad | Checklist | Observation | |
| EXPLORE | Preparation and group discussion | Making the children to listen about writing of the constitution, drafting committee and it's preamble. ❖ Asking the students to list out the learning points in the groups. | | | | |
| EXPLAIN | Analytical method | ❖ Listening to the fecilitator's explanation attentively. ❖ Making the students to repeat the points in preamble loudly. ❖ Listing out the Fundamental rights . ❖ Chart of features of the constitution ❖ Chart of fundamental rights | India Map Charts of fundamental rights and duties | Instruction cards | Performance test | |
| EXPAND | | ❖ Writing an essay on Fundamental rights helps in the development of an individual | | | | |
| EVALUATION | | ❖ Unit tezt | | QP | Written test | |

Fecilitator sign

HM's sign

Subject:-Social science section: Political science

Unit : 2. Central Government

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Beginning date : Ending date :

Learning points:- 1) Central Legislative parliament- Loksabha and Rajyasabha The qualifications, powers and functions of it's members.
2)Central executive President - appointment, qualifications, powers and functions.
3)Prime Minister, powers and functions.

| Steps of SE's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|-------------------------|---|---|------------|--------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Questioning method | ❖ Arousing the attention of the children by asking the questions on decentralization of administration. | | Questions | Test | |
| EXPLORE | Exploring the text book | ❖ Asking the students to explore the lesson and point out the difficult learning points. | | | | |
| EXPLAIN | Problem solving method | ❖ Trying to familiarize the difficult learning points. ❖ Rajyasabha and Loksabha members qualifications and functions. ❖ Mock Parliament ❖ Functions of the Parliament ❖ Listing out the powers and functions of the President ❖ Listing the functions of the Prime Minister ✓ Preparing the chart of Presidents and Prime Ministers of India | India Map Chart of qualifications, Powers and functions Pictures of Presidents and Prime Ministers Video clippings | Checklist | Observation | |
| EXPAND | | ❖ Preparing a chart on the formation of the Parliament | | | | |
| EVALUATION | | ❖ Questions and answers Unit test | | QP | Written test | |

Facilitator sign

HM's sign

| Subject:- Social science section: political science | | Unit: 3.State Government | | class:-9 thstd | | |
|---|----------------------------|---|--|-----------------------|-------------------|----------------------------------|
| | | Beginning date : | | Ending date : | | |
| Learning points:- 1)State legislative, Vidhana parishad and Vidhana Sabha membership powers and functions. 2)State executive Governor membership and there powers and functions. 3) Appointment of Chief minister his powers and functions. | | | | | | |
| Steps of 5E's | Fecilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Questioning method | ❖ By asking the questions related to the previous lesson grabbing the attention of the students towards the topic. | | Questions | Test | |
| EXPLORE | Source method | ❖ Keeping in mind the Vidhana Sabha and Vidhana parishad dividing the students into groups | Text book | | | |
| EXPLAIN | Discussion method | <ul style="list-style-type: none"> ❖ Presentation through group discussion ❖ Preparing a chart on the members of Vidhana Sabha and Vidhana parishad ❖ Conducting a mock Parliament ❖ Listing out the functions of the executive through discussion ❖ Preparing a chart of Governors and chief ministers ❖ Preparing a report on state government. | Picture of Vidhana soudha Karnataka map Pictures of Governors and Chief Ministers Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Prepare a chart on the functions of the state legislative and executive | | | | |
| EVALUATION | | <ul style="list-style-type: none"> ❖ Questions and answers Unit test | | QP | Written test | |
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| Subject:- social science section: political science | | unit : 4. Judicial system | | class:-9th std | | |
|--|--------------------------------|--|---|----------------------------------|--------------|---------------------------|
| | | Beginning date : | | Ending date : | | |
| Learning points:- 1) The structure and functions of supreme Court of India 2)The structure and functions of the high Courts 3) Subordinate courts 4) Revenue courts | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Questioning and answers method | Where do the people go to get justice? By asking the above question. Relating their answers the Present topic | | Questions | Test | |
| EXPLORE | | Facilitating to listen to the explanation of the fecilitator. | | | | |
| EXPLAIN | Analytical method | <ul style="list-style-type: none"> ❖ Listening to the explanation attentively ❖ Listing out the qualifications needed to become the judges in supreme Court and high Courts. ❖ Listing out the powers and functions of the Judges. <p>Preparing a chart on the subordinate courts.</p> <ul style="list-style-type: none"> ❖ Conducting a speech competition on " Is people's courts necessary in the. Present situation" | India map Pictures of Supreme and High court Video clippings PPT | Checklist | Observation | |
| EXPAND | | ❖ Collect more information on the judgement given by the courts. | | | | |
| EVALUATION | | Preparing an album on the judgement given by the courts by collecting the articles from news papers. | | QP | Written test | |
| <div style="display: flex; justify-content: space-between; margin-top: 20px;"> Facilitator sign HM's sign </div> | | | | | | |
| Subject:- Social science | | Section: Political science | | unit : 5. Indian Election System | | class:-9th std |

Beginning date :

Ending date :

Learning points for:- 1) Election commission
 2) Process of elections
 3) political parties
 4) Collision Government
 5) Media and Democracy

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|-------------------|--------------------------------------|---|---|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ Grabbing the attention of the children by showing them the video clipping of Election . | Video clipping | Check list | Observation | |
| EXPLORE | | ❖ Asking the students to enact a situation where the political parties requests the Election commission to conduct an election. | | | | |
| EXPLAIN | Play method Discussion method | <ul style="list-style-type: none"> ❖ Making the students to act as the leaders of the political parties and asking them to explain about their party's principles and telling them to request for the votes. ❖ Mock election ❖ En action a situation of the collision government. ❖ Discussing the importance of public opinion. ❖ Conducting an impromptu speech competition on " Is Two party system or multi party system suitable for the government". | Chart of electoral constituencies Electronic voting machine PPT video clipping. | Instruction cards | Performance test | |
| EXPAND | | Write an essay on Election system in India | | | | |
| EVALUATION | | Unit test | | QP | Written test | |

Facilitator sign

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| Subject:-Social science section: Political science unit: 6. Defense of the Nation □□□□□:-9th | | | | | | |
|---|------------------------------|--|--|-------------------|------------------|---------------------------|
| Beginning date: Ending date : | | | | | | |
| Learning points:- 1) The different divisions of defense system and their responsibility 2)The posts and heads of the different units of the military 3)The contribution of the military to the security of the nation. 4)Para military forces. | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Questions and answers method | Asking who would protect us if some enemies attack us? Asking this question Making the students to think about the topic | | Questions | Test | |
| EXPLORE | Group discussion | Forming groups ❖ Distributing the learning points to the groups | Text book | Checklist | Observation | |
| EXPLAIN | Presentation method | ❖ Having the discussion as they present it in the class. Preparing a chart on the three kinds of defense ❖ Listing our the different commands of the Army. ❖ Presentation on paramilitary forces. ❖ Collecting more information on NCC Scouts and Guides. ❖ Writing an essay on" Our nations safety is relied on Military forces" | India map Pictures of three sections of military, Chart of paramilitary forces Video clipping PPTS | Instruction cards | Performance test | |
| EXPAND | | Writing a report on the responsibilities of the military forces | | | | |
| EVALUATION | | Unit test | | QO | Written test | |
| Facilitator sign | | | HM's sign | | | |

Subject:-Social science section: political science unit : 7. National Integration class :-9th std

Beginning date :

Ending date :

Learning points:- 1) Meaning of Nationalism
 2) Factors promoting unity in diversity
 3) Problems in achieving national integration
 4) Factors promoting national integration.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|-------------------|-------------------------|--|--|-------------------|-------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | Showing the video clipping of showing Patriotism by this trying make the students get ready to learn the lesson. | Video clipping | Check list | Observation | |
| EXPLORE | Group discussion method | <ul style="list-style-type: none"> ❖ Dividing the students into three groups ❖ Giving nationalism, national integration topicsto the first group. ❖ Factors that enable unity in.diversity to the second group. ❖ Obstacles in promoting national integration and their remedies to the third group. | Text book | | | |
| EXPLAIN | Presentation method | <ul style="list-style-type: none"> ❖ Presentation on the topic and group discussion. ❖ Listing out the factors that promote national integration and their obstacles. ❖ Impromptu speech on " Patriotism should be every citizens soul and breath" | India map National symbols Pictures of pilgrimages from different religions Video PPT | Instruction cards | Performan ce test | |
| EXPAND | | ❖ List out your suggestions to promote national integration | | | | |
| EVALUATION | | <ul style="list-style-type: none"> ❖ Questions and answers Unit test | | QP | Written test | |

Facilitator sign

HM's sign

| Subject:- Social science Section: Sociology | | Unit: 1. Family | | class :-9th std | | |
|--|------------------------|---|--|-------------------|------------------|---------------------------|
| | | Beginning date : | | Ending date : | | |
| Learning points:- 1) Meaning of the family 2) Characteristics of a family 3)Types of family 4)Features of an undivided family | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Picture viewing | ❖ Showing the picture of Husband and spouse and children , asking some questions related to that to get into the topic. | Picture of a family | Check list | Observation | |
| EXPLORE | Preparation | ❖ Dividing the students into questioning group and answering group according to the learning points. ❖ Giving suitable guidance to ask questions and answers. | Text book | | | |
| EXPLAIN | Question answer method | ❖ Asking questions related to family. ❖ Giving suitable answers to the questions ❖ Listing out the features of the family ❖ Preparing a chart on the types of family. ❖ Listing out the Characteristics of the undivided family ❖ Creating their family tree | Chart of Characteristics and types of family tree Video PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Collecting additional information on Matriarchal family | | | | |
| EVALUATION | | ❖ Writing an essay on patriarchal and Matriarchal families Unit test. | | QP | Written test | |
| Facilitator's sign | | | HM's sign | | | |

| Subject: Social science Section: Sociology | | Unit: 3- Social change | | class: 9th std | | |
|---|----------------------------|---|---|-----------------------|-------------------|----------------------------------|
| | | | Beginning date : | Ending date: | | |
| Learning points:- 1)Meaning of Social change 2) Conflict 3) Adjustment 4) Co-operation 5) Co-existence 6) Competition | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Picture observation | Trying to grab the attention of the students towards the topic by showing the students the pictures of beautiful nature and a picture of an earthquake. | pictures showing change | Checklist | Observation | |
| EXPLORE | | ❖ Dividing the learning points into sub points and getting ready for the presentation | | | | |
| EXPLAIN | Unit method | <ul style="list-style-type: none"> ❖ Knowing the meaning of social change through discussion ❖ Listing out the Characteristics of the Social change ❖ Giving a speech on social conflict ❖ Writing an essay on " Co existence helps in leading a peaceful life" ❖ Asking their opinions on " How should be the competitions be." | Pictures showing change, video clipping, chart on social process PPTS | Checklist | Observation | |
| EXPAND | Question answer method | ❖ Prepare a report on" Social change is the symbol of Development" | | | | |
| EVALUATION | | ❖ Unit test | | *QP | Written test | |
| Fecilitator sign | | | HM's sign | | | |

Subject: Social science Section: Socialisation

Unit: 4. Community

class:-9th std

beginning date :

Ending date :

Learning points:- 1)meaning of the community 2)Nomadic community and it's Characteristics 3) Tribal community and its characteristics
4) Rural community and it's Characteristics 5)Urban community and it's Characteristics

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|--|--|---|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Question answer method | Asking the students "what do we call for those who live together in a particular area? Through this question arousing the interest of the students towards the topic. | | Questions | Test | |
| EXPLORE | Survey and interview methods | Facilitating the students to visit the different rural, urban, tribal communities and collecting the information through interviewing some members of those communities. | | Questionnaire | Interview | |
| EXPLAIN | Subject presentation method Discussion method | Presenting the collected information in the class. Listing the Characteristics of the different communities Dividing the students into two groups and making them to discuss the pros and cons of the urban and Rural communities Preparing a report on different communities | Pictures representing various communities India map Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | Prepare a report on the problems of your village and their remedies. | | | | |
| EVALUATION | | Homework Unit test | | QP | Written test | |

Facilitator sign

HM's sign

| Subject:-Social science Section : Geography | | Unit 1. Our State Karnataka | | Class:-9th std | | |
|--|---|--|---|-----------------------|-------------------|----------------------------------|
| | | | Beginning date : | Ending date : | | |
| Learning points:- 1)The greatness of our state and its heritage.2)The origin of the name 'Karnataka' and the form of the state.3)The geographical location, size, land and water frontier) | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Questioning method | enable the students to learn by asking the students"Which is your state?" | | Questions | Test | |
| EXPLORE | Observation method | ❖ Showing the map of karnataka and instructing them that questions will be asked based on the observation. | Karnataka map | Checklist | Observation | |
| EXPLAIN | Questions answers method Discussion method Map drawing method | ❖ Facilitator asks questions from the map. ❖ Enable the students to list out the points as they observe from the map Knowing the origin of the name Karnataka through discussion ❖ Locating karnataka in the map of India. ❖ Drawing the map of karnataka and locating the latitude, longitude and it's neighbouring states. | Karnataka map India map Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Write an essay on" Karnataka is a land of heritage". | | | | |
| EVALUATION | | ❖ Questions ❖ Unit test | | *QP | Written test | |
| Facilitator sign | | | HM's sign | | | |

Subject:-Social science section: Geography Unit: 2. Physiographic Divisions of Karnataka Class:-9th std

Beginning date : Ending date :

Learning points:1)The features of Karnataka.2)Physical divisions of Karnataka.3) The hills and highest peaks of Karnataka.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|-------------------------|--|--|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | Showing the map of karnataka and asking them to locate the physiographic Divisions by this getting their attention towards the topic | Physical map of karnataka | Checklist | Observation | |
| EXPLORE | Group discussion method | <ul style="list-style-type: none"> ❖ Diving the students into three groups and giving them the learning points for the discussion ❖ Arranging activities according to the learning points | Text book | | | |
| EXPLAIN | Discussion method | <ul style="list-style-type: none"> ❖ Group presentation ❖ Discussion if situation demands ❖ Drawing the map of karnataka and marking physical divisions, Hill stations, ports ❖ Listing out the important points related to nothern and southern maidans | Karnataka map Video clipping pictures of hill stations | Instruction cards | Performance test | |
| EXPAND | | ❖ Write an essay on " Karnataka has varied physical divisions" | | | | |
| EVALUATION | | ❖ Quiz programme | | Questions | Quiz | |

Fecilitator sign

HM's sign

Subject:- Social science Section: Geography Unit: 3. Climate, Soil, Natural vegetation and Animals of Karnataka
Class:-9std

Beginning date :

Ending date :

Learning points:- 1)The main features of the climate of Karnataka.
 2)Know about the seasonal changes in the climate of Karnataka.
 3) Understand the seasonal distribution of rain fall in Karnataka and its effects.
 4) Types and distribution of soil in Karnataka.
 5)The types, distribution of natural vegetation and animals of Karnataka

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|--|---|---|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Question answer method | ❖ By asking the students" Which are different seasons ?" Letting them to pay attention towards the lesson | | questions | Test | |
| EXPLORE | Group discussion method | ❖ Diving into different groups based on different topics such as climate, soils and vegetation etc ❖ Analysing about animals resources | | Checklist | Observation | |
| EXPLAIN | Presentation method Discussion method Analysing method | ❖ Presentation in the group ❖ Discussion according to the situation ❖ Giving opinions on different seasons ❖ Marking the natural vegetation by colouring it with different colours ❖ Listening to the explanation on animal resources | Karnataka map Charts of seasons Pictures of wild animals Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Prepare an album of wild animals of Karnataka | | | | |
| EVALUATION | | ❖ Unit test | | Questions | Written test | |

Facilitator sign

HM's sign

| Subject:- Social science Section: Geography Unit : 4. Water Resources of Karnataka class:-9th std | | | | | | |
|--|---------------------|---|---|----------------|--------------|---------------------------|
| Beginning date : Ending date : | | | | | | |
| Learning points:-1)The important rivers of Karnataka.2)The different types of irrigation in Karnataka.3)The importance of hydro-electric power stations.4)The major dams of Karnataka.5)The disputes regarding sharing of river water and the importance of conserving river water | | | | | | |
| Steps of SE's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | Making the students get interest towards the topic by showing them the video of Karnataka rivers | Video of Karnataka Rivers | Checklist | Observation | |
| EXPLORE | Source method | ❖ Enabling for discussion on different learning points | | | | |
| EXPLAIN | Discussion method | ❖ Listing the rivers that flow eastwards and westwards ❖ Discussion irrigation system in Karnataka and listing major multipurpose River valley projects Listing out the hydro electric power generation centres ❖ Impromptu speech on The number of river water disputes are increasing in the state ❖ Report on River water is the symbol of peace and friendship. | Karnataka map Videos related to rivers, river valley projects PPT | Check list | Observation | |
| EXPAND | | Prepare report on the suggestions that you would give to solve river water disputes. | | | | |
| EVALUATION | | ❖ Questions and answers Unit test | | Question paper | Written test | |
| Facilitator sign | | | HM's sign | | | |

| Subject: - Social science Section: Geography Unit : 5. Land Resources of Karnataka class:-9th std | | | | | | |
|---|--|--|---|-------------------|------------------|---------------------------|
| Beginning date: Ending date : | | | | | | |
| Learning points- 1)The pattern of land use in Karnataka.2)The importance and types of farming.3)Understand the distribution of the important crops of Karnataka and their production. | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Singing method | ❖ By singing the kuvempu's Kannada song , "□□□□□ □□□□" | | | | |
| EXPLORE | Group discussion method | ❖ Dividing the students into four groups and giving them the topics of Land use, Importance of agriculture, Food crops and Commercial crops ❖ Concluding the discussion by giving suitable suggestions for the students | Flash cards | Checklist | Observation | |
| EXPLAIN | Presentation method Discussion method | ❖ Presentation by the pupils on their learning points ❖ Discussion if the situation demands ❖ Listing out the types of Land use ❖ Stating the Importance of agriculture ❖ Preparing a chart on differences between food crops and Commercial crops | Karnataka map Flash cards Chart of Daals Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | Prepare a project on the crops grown in Karnataka | | | | |
| EVALUATION | | Unit test | | Question paper | Written test | |
| Facilitator sign | | | HM's sign | | | |

Subject:-Social science Section: Geography Unit : 6. Mineral resources class:-9th std

beginning date :

ending date :

Learning points:- 1)The minerals available in Karnataka and their importance.2)Understand the distribution and production of important minerals in Karnataka.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|---------------------|---|--|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ Getting the attention of the students by showing them the pictures of mineral ores | Pictures of ores | Checklist | Observation | |
| EXPLORE | Preparation | ❖ Giving role play to the students according to the learning points | Flash cards | Checklist | Observation | |
| EXPLAIN | Role play method | ❖ Role play on the topic given ❖ Example: I am iron ore , I'm a raw material for iron and steel industries Instructing the students to observe the role play and understand ❖ Other students will learn learn ❖ Facilitator will summarize the learning points for better understanding | Karnataka map Pictures of ores Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Locate the major mineral deposits in the India map | | | | |
| EVALUATION | | Draw the karnataka map and Mark the places of mineral deposit | | Checklist | Observation | |

Facilitator sign

HM's sign

| Subject:- Social science Section: Geography Unit: 7. Transport class:-9th std | | | | | | |
|---|----------------------------|---|---|-------------------|-------------------|----------------------------------|
| Beginning date : Ending date : | | | | | | |
| Learning points:- 1)The importance of the medium of transport in Karnataka.2) Road transport – types and the important highways.3)The importance of railways and the important rail routes.4)The water transport and air transport. | | | | | | |
| Steps of 5E's | Fecilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Question answer method | ❖ Arousing the interest of the students by asking" How do you go if you have to go to any places?" | | Questions | Test | |
| EXPLORE | Unit method | ❖ Making the way for learning by dividing the Unit into subunits such as Road transport, Rail transpo | | | | |
| EXPLAIN | Unit method | <ul style="list-style-type: none"> ❖ Individual opinion on transport ❖ Drawing the map of karnataka and locating the national highways using different colours. ❖ Preparing a chart of types of transport ❖ Writing an essay on Train transport is helpful in transportation of goods ❖ Write a report on "Air transport has made the world very tiny' ❖ Marking major ports in the map of Karnataka ❖ Writing a brief note on their local transport | Map of Karnataka Pictures of Road , Water and Air transport Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | Preparing a chart of pros and cons of different types of transport | | | | |
| EVALUATION | | ❖ Quiz programme | | Questions | Quiz | |
| Fecilitator sign | | | HM's sign | | | |

| |
|---|
| Subject:- Social science Section: Geography Unit: 8. Industries of Karnataka class:-9th std |
|---|

| beginning date : ending date : | | | | | | |
|---|--|--|---|-------------------|------------------|---------------------------|
| □□□□□□□□□□:- 1)The importance of the industries of Karnataka.2) The major industrial regions of Karnataka.3) The distribution and production of iron and steel industry.4)Cotton textile, sugar, cement and paper industries.5)Bengaluru – India’s main information technology industrial center. | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ By showing the pictures of Industries making the students to show interest towards the topic | | Checklist for | Observation | |
| EXPLORE | Group discussion | Provision for group discussion ❖ Activities based on learning points | Text book | | | |
| EXPLAIN | Presentation method Discussion method | ❖ Presentation in the group facilitator helps if situation demands. ❖ Marking the major industrial zones in karnataka map. ❖ Listing raw materials for the industries ❖ Conducting an impromptu speech on the topic-" It is possible/impossible for development of the state with the development of the Industries." ❖ Collect information in why Bengaluru is regarded as the hub of Information technology? | Picture of Industries Karnataka map Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Collect more information and pictures , and prepare a project on Industries of Karnataka. | | | | |
| EVALUATION | | ❖ Unit test | | Question paper | Written test | |
| Facilitator sign | | | HM's sign | | | |
| Subject:- Social science Section: Geography Unit : 9. Tourist places of Karnataka | | | class:-9th std | | | |
| Beginning date : | | | ending date : | | | |

Learning points:-1)The introduction and importance of natural and cultural tourist centres in Karnataka.2)Description of the main tourist centres and their

| national and international significance.3) Important hills, water falls and historical places. | | | | | | |
|--|--|---|---|-------------------|------------------|---------------------------|
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ By showing a video of tourist places arousing the interest of the students towards the topic. | | Checklist | Observation | |
| EXPLORE | Question answer method | Dividing the students into two groups and instructing one group to ask questions and another group to answer them. | Text book | | | |
| EXPLAIN | Questions answer method PPT presentation method | Asking questions by the group who has to ask them. The group that has to answer will answer to them After that enable them to aquire knowledge through healthy dicussion. ❖ Comprehending while watching the PPT ❖ Listing out the hill stations of karnataka ❖ Prepare an album of historical places of karnataka ❖ Collecting the pictures and information of forts of karnataka. | Karnataka map Picture of hill stations, forts and pilgrimages Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | ❖ Prepare a project of tourist places of karnataka with pictures. | | | | |
| EVALUATION | | ❖ Quiz programme | | Questions | Quiz | |
| Facilitator sign | | | HM's sign | | | |

| Subject:- Social science | Section: Geography | Unit: 10. Population of Karnataka | class:-9th std |
|--|---------------------------|--|---------------------------|
| | | beginning date : | ending date date : |
| Learning points:-1) The significance of the population of Karnataka.2) The size, growth, extent and distribution of population.3)The density of population and literacy.4)The effect of overpopulation and important populated cities. | | | |
| Steps of | Facilitating | Activities | Teacher's |

| 5E's | method | | | Tools | Techniques | self evaluation |
|------------|------------------------|---|--|----------------|------------------|-----------------|
| ENGAGE | Question answer method | By asking the students" what do we call for the people living in a particular area? Preparing the students to learning . | | Questions | Test | |
| EXPLORE | Preparation | ❖ Preparing the students to take part in the learning by asking them questions on population. | Text book | Checklist | Observation | |
| EXPLAIN | Question answer method | <ul style="list-style-type: none"> ❖ Exchanging of question and answers related to the topic. ❖ Locating the places of densely populated areas in Karnataka map ❖ Finding gender ratio by using a formula. Prepare a chart of densely populated cities of karnataka. | Karnataka map Chart of populated cities Video PPT | Question paper | Performance test | |
| EXPAND | | Prepare a chart of ill effects of population explosion | | | | |
| EVALUATION | | ❖ Unit test | | Question paper | Written test | |

Fecilitator sign

HM's sign

| Subject:- Social science Section: Economics | | Unit : 1. Natural Resourcesresources | | class:-9th std | | |
|--|----------------------------|--|--|-----------------------|-------------------|----------------------------------|
| | | | Beginning date : | Ending date : | | |
| Learning points:- 1)The meaning and types of resources;2) Scarcity of resources;3)The need for conservation of resources; and4) Ways to reduce our ecological footprint. | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | ❖ Taking the students outside and asking them to observe the things around them. Making them to get interest towards the topic by asking them to list out the things they had observed. | | Checklist | Observation | |
| EXPLORE | Instruction method | ❖ Instructing the students to listen to the explanation given by the facilitator. ❖ Instructing them to take part in the learning activities. | | | | |
| EXPLAIN | Explanation method | ❖ Explaining the meaning of natural resources. ❖ Listing out the renewable energy and non renewable resources ❖ Analysing the causes for the scarcity of resources ❖ List out the "R" methods of conserving resources ❖ Explain about reducing ecological foot print | Chart of resources chart of R techniques PPT | Checklist | Observation | |
| EXPAND | | ❖ Write suggestions to restore natural resources for the future generations | | | | |
| EVALUATION | | Unit test | | Question paper | Written test | |
| Facilitator sign | | | HM's sign | | | |

| Subject:- Social science Section: Economics Unit : 2. Human Resources of India | | Class :-9th std | | | | |
|---|----------------------------|--|---|---------------------|-------------------|----------------------------------|
| | | Beginning date : | | Ending date: | | |
| Learning points:- 1)Know the meaning and importance of human resource 2)Understand the characteristics of India's population: literacy rates, sex ratio, rural-urban and age distribution, and density in India 3) Understand the concept of demographic transition, and4)Understand the role of reproductive and child health in improving the quality of population | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Questions answer method | If we have to cultivate crops we need human labour. Where else man uses his labour ? by asking this question getting the attention of the students towards the topic | | Questions | Test | |
| EXPLORE | Instruction method | <ul style="list-style-type: none"> ❖ Asking them to listen to the explanation given by the facilitator ❖ Enabling them to participate in the activities | | | | |
| EXPLAIN | Explanation method | <p>List out the Characteristics of the population</p> <ul style="list-style-type: none"> ❖ Explaining about the demographic Transition with the help of a chart Explanation on reproductive health and quality of the population ❖ Listing out the uses of quality of the population rather than the quantity. ❖ Suggesting measures to reduce female and infant mortality | <p>India Chart on demographic Transition Video clipping PPT</p> | | | |
| EXPAND | | ❖ Essay writing" Skilled human population is a resource of the Nation" | | | | |
| EVALUATION | | ❖ Unit test | | Question paper | Written test | |
| Facilitator sign | | HM's sign | | | | |

| Subject:- Social science. Section: Economics | | Unit : Poverty and Hunger | | Class:-9th std | | |
|---|-----------------------------|---|------------------------------------|--|-------------------|----------------------------------|
| | | | Beginning date : | Ending date: | | |
| Learning points:- 1)The meaning and causes of poverty 2)The concept of poverty line3)The extent of poverty in India 4)The meaning of hunger and food security 5) The gender dimension of hunger and poverty6)The need for food security and measures taken for ensuring it.7) About the ongoing measures for eradication of poverty | | | | | | |
| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
| | | | | Tools | Techniques | |
| ENGAGE | Story narrating method | Relating the lesson with any story of rich and the poor by then getting the attention of the students towards the lesson | | Checklist | Observation | |
| EXPLORE | Textbook observation method | Instructing the students to go through the text and answer the questions asked by the facilitator By answering to the questions asked by the facilitator taking part in different activities provided by the facilitator | Textbook | | | |
| EXPLAIN | Question answer method | Answering to the questions asked by the facilitator Preparing a table of poverty Listing out the causes for poverty Understanding the meaning of Hunger and preserving the food Listing out the poverty eradication programs Prepare a report on public distributing system in your village Visit any panchayat offices or local institutions nearby and find out how they identify the poverty | India map Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | Collect the information on the programmes undertaken by the government to eradicate poverty | | | | |
| EVALUATION | | Unit test | | Question paper | Written test | |
| Facilitator sign | | | HM's sign | | | |
| Subject:- Social science | | Section: Economics | | Unit : 4. Labour and Employment | | class:-9th std |

Beginning date :

Ending date :

Learning points:- 1)Understand the importance of labour 2)Study the structure of labour force in India 3)Study the nature of unemployment problem in India 4) Review the employment generation programmes5)Study the gender dimension of unemployment.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|-------------------------|--|---|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | questions answer method | ❖ Making the students to show attention by asking" What does a person get for his work?" | | Questions | Test | |
| EXPLORE | | ❖ Listening and understanding the description given by the fecilitator on learning points ❖ Instructing them to take part in different activities | | | | |
| EXPLAIN | Analytical method | Listening to the explanation of labour and unemployment ❖ Listing out the Characteristics of labour ❖ Knowing about the structure of labour in India ❖ Listing out the causes for the unemployment in India ❖ Listing out the employment generation programs ❖ Speech on the role of women in Employment. | India map Chart of division of labour Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | Prepare a report on the situation of female labour in India. | | | | |
| EVALUATION | | ❖ Unit test | | Question paper | Written test | |

Fecilitator sign

HM's sign

Subject:- Social science section: Business Studies Unit: 1. Management of Business class:-9th std
Ending date : Ending date :

Learning points:-1)Meaning of the management.
 2)Principles of management.
 3) areas of management.4) Importance of decision making and its process.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|-------------------------|---|---|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Questions answer method | By asking " What do we call if any activity is done properly?" | | Questions | Test | |
| EXPLORE | | <ul style="list-style-type: none"> ❖ Understanding the explanation given by the fecilitator on management ❖ Enabling them to participate in different activities given by the fecilitator | | | | |
| EXPLAIN | Analytical method | <ul style="list-style-type: none"> ❖ Listening and understanding the information on management ❖ Listing out the principles of management. ❖ Listing out the functional areas of management by discussing with the fecilitator ❖ Understanding the pros and cons of individual and group decisions. ❖ Listing out the points to remember while taking decision | Picture of Henry Fayol Chart of functional area of management Video clipping PPT | Instruction cards | Performance test | |
| EXPAND | | <ul style="list-style-type: none"> ❖ Visit a Business Man in your locality and prepare report on their Management of business | | | | |
| EVALUATION | | Unit test | | QP | Written test | |

Fecilitator sign

HM's sign

Subject:-. Social science section: Business Studies Unit: 2.Financial Management class:-9th std
Beginning date : ending date:

Learning points:- 1) Meaning of finance in business.2)Role and importance of finance in business.3)Source of Finance – Short term, Long term4)Financial institutions - Capital market and stock exchange.5) The business ethics.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|--|--|------------------------------------|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Questions answer method | By asking " who takes care of the financial matters in your house?" Making the students get in to the topic | | Questions | Test | |
| EXPLORE | Group Discussion | <ul style="list-style-type: none"> ❖ Dividing the students into groups to enable them for discussion ❖ Listening to the explanation on Money markets and Share markets ❖ Enabling them to take part in the activities when the situation demands. | Textbook | Checklist | Observation | |
| EXPLAIN | Presentation method Discussion method | <ul style="list-style-type: none"> ❖ Discussing and listing out the meaning, Importance and for finance in business firm. ❖ Preparing a chart of differences between short term finance and long term finance ❖ Listening to the explanation given by the fecilitator on Money markets and capital markets ❖ Prepare a report on share markets | Chart if sources of finance PPT | Instruction cards | Performance test | |
| EXPAND | | Prepare a project on Share markets statistics by collecting them from news papers | | | | |
| EVALUATION | | ❖ Unit test | | Question paper | Written test | |

Fecilitator sign

HM's sign

Subject:-Social science Unit: Business Studies Unit: 3. Accounting in Business

class:-9th std

Beginning date:

Ending date :

Learning points:- 1)Meaning and definition of Accounting.2)Need for accounting in business.3)Meaning of account and rules for debiting and crediting each type of accounts.4) Recording of business transactions in journal and ledger.5)Position of assets and liabilities of a business concern.6)Finally the

result of a business concern for a period.

| Steps of 5E's | Facilitating method | Activities | TLM | Evaluation | | Teacher's self evaluation |
|---------------|-------------------------|--|---|-------------------|------------------|---------------------------|
| | | | | Tools | Techniques | |
| ENGAGE | Observation method | Facilitating the students to show interest towards the lesson by showing them the chart of accounts maintained in a family for one week | Accounting charts | Checklist | Observation | |
| EXPLORE | Group discussion | <ul style="list-style-type: none"> ❖ Enable them to discuss on learning points by dividing them in groups. ❖ Participating in activities according to the instructions given by the facilitator. ❖ Asking them to jot down the accounts maintained at their house. | Textbook Flash cards | Checklist | Observation | |
| EXPLAIN | Group discussion method | <ul style="list-style-type: none"> ❖ Reading the meaning, definitions, and types of accounts by using flash cards. ❖ Making them to understand the needs for accounting by relating their daily life experiences. Discussing about the types of documentation of accounts. ❖ Drawing an accounting cycle. Making them to understand the rules of debit and credit . Explaining about ledger | Flash cards of meaning , definitions, and types of accounts Model of the accounts PPT | Instruction cards | Performance test | |
| EXPAND | | <ul style="list-style-type: none"> ❖ Writing an essay on "Accounting helps in calculating the profit and loss" | | | | |
| EVALUATION | | <ul style="list-style-type: none"> ❖ Quiz programme | | Questions | Quiz | |

Facilitator sign

HM's sign