

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -IX
SUBJECT – SOCIAL SCIENCE (PART – 1)

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Understanding Social Science	1. Social Science in Everyday Life 2. Understanding Society through Time and Traditions 3. Social Science as a Study of Disciplines 4. Why Should We Study Social Science?	3.1 Geography 3.2 History 3.3 Political Science 3.4 Economics 4.1 The Future of Social Science 4.2 Secondary-Stage Social Science: Your Two-Year Learning Journey (Grades 9–10)	July	July	“Social Science in My Life” Circle Example prompts: <i>History</i>: “My grandfather tells me stories about Independence.” <i>Geography</i>: “We check the weather before planning a picnic.” <i>Economics</i>: “I decide how to spend my pocket money.” <i>Political Science</i>: “We vote for class monitors.”	Explanation Discussion Demonstration ICT	CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India	CG-1.1 Explains the historical events and processes using different types of sources with specific examples from Indian history CG-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time, such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa CG-1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)	Students will be able to - Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. - Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their interconnections. - Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making decisions.	

2	Shaping of the Earth's Surface	1. Plate Tectonics 2. Process of Weathering and Erosion 3. Agents of Gradation 4. Landforms and Disasters	2.1 Weathering 2.2 Erosion 3.1 Running Water 3.2 Waterfall 3.3 Meander 3.4 Deltas 3.5 Waves and Currents 3.6 Glaciers 3.7 Wind 3.8 Underground Water	July	July	“Nature’s Toolbox” Draw a toolbox diagram on the board: Forces of Nature = Tools → Landforms • River = Chisel → Valleys, Deltas • Wind = Brush → Sand Dunes • Glacier = Scraper → U-shaped Valleys • Volcano = Builder → Plateaus, Islands • Earthquake = Hammer → Mountains, Rift Valleys	Explanation Discussion Demonstration ICT	CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region	Students will be able to • Describe the concept of plate tectonics and analyse its relevance in understanding Earth’s dynamics. • Locate major tectonic plates on a world map. • Explain processes of weathering and erosion with suitable examples. • Identify the prominent agents of gradation operating in a given region. • Describe major landforms and explain the processes involved in their formation. • Explain the causes of natural disasters and propose strategies for their mitigation	
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3	Democracy	1. Tracing Democratic Traditions from Early Times 2. Principles of Democracy 3. Multi-Party System 4. Safeguarding the Rights of Vulnerable Groups 5. Types of Democracy 6. Democracy in Practice: India's Living Democracy 7. Democracy and You	2.1 Popular Sovereignty 2.2 Rule of Law 2.3 Fundamental Rights 2.4 Separation of Powers 2.5 Accountability and Transparency	July	July	Name - Political leader	Explanation Discussion Demonstration ICT	CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.	C5.1, C5.2 C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions) C-5.2 Appreciates fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.	Students will be able to • Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia, and Canada.	
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4	Early Humans and Beginning of Civilisation	1. Why Should We Study Early Human History? 2. Who Were Our Human Ancestors? 3. Mesolithic Hunter–Gatherers 4. Neolithic Period in Indian Subcontinent 5. Sindhu–Sarasvatī Civilisation 6. Bronze Age Civilisations Outside India 7. Mesopotamian Civilisation 8. The Beginning of Writing 9. Egyptian Civilisation 10. The Chinese Civilisation	8. 1 b. The Akkadians c. The Assyrians d. The Babylonians The Babylonian	July	Aug	timeline flow chart (from Early Humans → Discovery of Fire → Tools → Farming → Settlements → Civilisation)	Explanation Discussion Demonstration ICT	CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India CG -2 Analyses the important phases in world history and draw insight to understand the present-day world	C1.2, C2.1, C2.3 CG-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time, such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)	Students will be able to - Describe how prehistoric time divisions are organised. - Explain how humans lived before the invention of writing - Understand the beginning of the settled life with development of agriculture, and domestication of plants and animals. - Explore the factors of urban development and transformation through time.	
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5	Building Blocks in Economics	1. Choices and Limited Resources 2. What does Economics Deal With? 3. Key Questions in Economics 4. What to Produce and for Whom? 5. How to Produce? 6. Economic Systems and How Choices are Made	6.1 Planned Economy 6.2 Market Economy 6.3 Mixed Economy	Aug	Aug	"Building Blocks Game" Each block has a word written on it, such as: • Land • Labour • Capital • Entrepreneur • Goods • Services • Money • Market	Explanation Discussion Demonstration ICT	CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature	C8.2 C- 8.2 Understands and analyses the concepts and practices of the range of economic systems — from free market to entirely state-controlled markets.	Students will be able to • Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making. • Describe what economists do and how they study production, distribution, and consumption of goods and services. • Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.	
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6	Atmosphere and Climate	1. Composition and Structure of the Atmosphere 2. Seasons in India 3. Climate Change	1.1 Composition of the Atmosphere 1.2 Structure of the Atmosphere 1.3 Weather and Climate 1.4 Elements of Weather and Climate 2.1 Monsoon 3.1 Punjab Floods 2025: A Case Study 3.2 Causes	Aug	Aug	“Weather Reporters in Action”- Encourage students to use Hindi/English bilingual phrases (e.g., “आज नागपुर में तापमान 40°C है...” / “Today in Nagpur, the temperature is 40°C...”).	Explanation Discussion Demonstration ICT	CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife. • C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation • C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them.	Students will be able to • Explain the different atmospheric layers and represent them using sketches and diagrams. • Observe and analyse local winds and their impact. • Understand the impact of the Indian monsoon on life, agriculture, and livelihoods across different regions. • Explain the causes and effects of climate change. • Represent climatic data (temperature, rainfall, etc.) through appropriate graphs, charts, or diagrams. • Analyse how climate change influences the frequency and intensity of natural disasters.	
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7	State and Society (up to 1000 CE)	1. Understanding Early Indian State and Society 2. State and Administration The Vedic Period 3. Early Kingdoms and Republics 4. Duties and Ideals of the King 5. Council of Ministers 6. How were Empires Administered? 7. Ethics: The Foundation of Law and Life 8. Social Structures and Everyday Life 9. Family and Society 10. Role of Women 11. Religious Life and the Emergence of Bhakti 12. The Quest for Knowledge 13. Economy	2.1 Political Institutions in the Vedic Period 8.1 Varṇa and Jāti	September	September	introduce themselves to the class in character: "We are the farmers. Without us, no kingdom could survive!"	Explanation Discussion Demonstration ICT	CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India CG -2 Analyses the important phases in world history and draw insight to understand the present-day world CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C1.3, C2.3, C3.1, C1.4 C1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations) C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations) C 3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent C1.4 Explains the growth of new indigenous ideas across India in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture,	Students will be able to • Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity.	
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			13.1 Agriculture and land revenue 13.2 Irrigation 13.3 Trade: Trade Routes and Ports 13.4 Guilds						Literature and Art, and Social Science (such as zero and the Indian number system, ahimsa, the six systems of Indian philosophy, Ayurveda, yoga, the 22 shrutis of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of the Indian history C 3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent		
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8	Elections	1. Why do Elections Matter? 2. Inside India's Election Machinery 3. The Electoral System 4. The Laws 5. Delimitation Commission 6. Election Commission of India (ECI) 7. Political Parties 8. Challenges to Free and Fair Elections		August	August	"Mock Election – Your Classroom Parliament"	Explanation Discussion Demonstration ICT	CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government. CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it	C5.2, C5.3, C5.4, C5.5, C6.2, C6.3, C6.4, C9.1 C-5.2 Appreciates fundamental Constitutional values and identify their significance for the prosperity of the Indian nation C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties • C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government. • C-5.5- Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions C-6.2 Understands that despite C-6.1, forms of inequality, injustice, and	Students will be able to • Identify factors highlighting importance of elections in a democracy. • Categorise three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. • Identify the role and functions Election Commission of India (ECI) in the electoral process. • Explain constituency, electoral roll, enumerator. • Understand the party system in India. • Explain the meaning and features of a coalition government in the Indian political system. Explain key provisions of the Anti-Defection Law with	
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									discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success. • C 6.3 Analyses aspects of differential treatment or discrimination that may exist in the Indian society, based on, socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment • C 6.4 Understands that a progressive society and nation, such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural and political challenges, and continuously makes efforts to address those challenges to	reference to political instability and the need for anti defection measures.	
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									become ever more prosperous, inclusive, just, and harmonious		
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9	The Price Puzzle: What Drives the Market	1. Demand 2. Other Determinants of Demand 3. Other Determinants of Supply 4. Market Equilibrium 5. Does Market Equilibrium Exist in the Real World? 6. Role of Government in the Economy 7. Limitations of Government Intervention	2.1 . Income of the consumer 2. 2. Taste and preference of the buyer 2.3. Seasonality 2.4 Future price expectations 2.5 Supply 3.1 Price of related goods 3.2 Number of sellers in the market 3.3 Technology 3.4 Future expectations 6.1 Regulation of Unfair Practices 6.2 Provision of Public Goods	September	September	Divide the class into two groups: Sellers (each has a product card, e.g., mangoes, notebooks, pens, snacks). Buyers (each has a budget card with limited money).	Explanation Discussion Demonstration ICT	CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region	C7.1 C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)	Students will be able to - Explain the Law of Demand and Law of Supply with the help of real life examples. - Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. - Identify the equilibrium price and quantity where demand and supply intersect. - Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. - Explain the concept of price ceilings and how they can lead to shortages or black markets. - Understand market failures and identify their main types. - Understand public goods (non- excludable and non-rival goods like parks or street lighting).	
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