

**The Orchid School
Baner
Syllabus Overview 2015- 2016
Std X
Subject : SST**

Month	Lesson / Content / Name of the Book	Expected Learning Objective	Activities/FAs Planned
	Civics - Belgium and Srilanka Hist - Work, Life ,Leisure- characteristics of the city	The students will be able to: civics - differentiate between majoritarianism and accommodation History - identify 3 characteristics of city life	PPT shown - explained by students
	Civics - accommodation and majoritarianism continues History - marginal groups, housingcleaning london Eco - development - different people different goals	The students will be able to: Civics - comprehend the idea of accommodation and majoritarianism istory - retell the development in each category in 2 lines. Eco - find out 2 developmental goals of people in each given category	PPT shown - explained by students Fill up a goal box - worksheet

MARCH/APRIL	Civics - why is power sharing desirable History - transport/ Social change Eco - comparing different states and countries	Civics - to argue in favour of democratic principles .History - comprehend the transformation in the city landscape with the emergence of transport/ understand how working women can bring about social changes. Eco - recall the calculation of per capita income/ compare states based on data table.	answer questions based on the completed portion.
	Civics - forms of power sharing History - Politics in the city/ city in colonial India Eco - Income and other criteria/BMI/UNDP report	The students will be able to: Civics - recall the four forms of power sharing History - retell the story of Bloody Sunday Eco - calculate BMI, identify the criteria of devt for UN.	Mark question answers based on the topics. Interpret a data table and answer questions based on development of nations.
	Eco - Sustainable development History - Housing/Land Reclamation/City of Dreams	The students will be able to: Eco - Give reasons why sustainable development is important. History - give examples from films why Bombay is called the 'city of dreams'	FA - Comparative study of London and Bombay (chart)
	Civics - federalism - what is federalism/ types Eco - Sectors of Indian economy-three sectors	Civics- Differentiate between the two types of federalism Eco - identify the three sectors of economy	thought provoking questions are discussed in class

JUNE		The students will be able to: Cvics - differentiate between the three lists Eco - interpret how the development of each sector affects the growth of the next sector.	Questions marked. Interactive discussion on inter dependence of sectors.
	REVISION	The students will be able to: recall the lessons and be able to write out answers based on the lesson.	worksheet/oral revision/class tests in notebooks
	FA begins.		
FA 1			

JULY	<p>Civics - how is federalism practised Eco - rising importance of tertiary sector where are most people employed</p>	<p>The students will be able to: Civics - recall the language policy, centre state relations. Eco - analyse the various tertiary activity and identify the need of each</p>	<p>class discussion on rising importance of tertiary activities. Research on misuse of article 356</p>
	<p>Civics - decentralisation Eco - how to create more employment</p>	<p>The students will be able to: Civics - understand the relevance of the third tier in a federation. Eco - analyse the role of NREGA. Suggest ways to create employment in rural India.</p>	<p>peer work - answer the questions in the text (objective type) class discussion on new types of employment in rural india and</p>
	<p>Civics - revision of the lesson Eco - organised and unorganised sector Youth in Nazi Germany * Art of Nazi propaganda</p>	<p>Civics- to be able to answer recall, analysis, application type of questions. Eco - differentiate between them and point out one merit and one demerit of the types Hist-to understand the new style of politics, dictatorship in Germany. recognise the role of youth in the spread of Nazi ideology</p>	<p>Class test to check learning</p>
	<p>Civics - Democracy and diversity story from Mexico Olympics Eco - how to protect workers in different sectors/ public and private sector Hist- Ordinary people and crimes against humanity</p>	<p>Civics - appraise the event and developments around the Olympic games of 1968. Eco - debate in the role of government in providing welfare measures. Hist-to familiarise with the Nazi killing operations</p>	<p>Debate To compare and contrast the role of women during the French Rev. and in the Nazi society.</p>

	<p>Civics - origin of social differences - cross cutting and overlapping</p> <p>Eco - revision - question answer marked.</p> <p>Hist- Recap</p>	<p>Civics - rephrase the meaning of each difference/ comprehend the difference between the two.</p> <p>Eco - be able to answer questions based on the lesson.</p>	<p>worksheet/oral revision/class tests in notebooks</p>
AUG	<p>Civics - politics of social divisions.</p> <p>Eco - Money and credit - modern forms of money</p> <p>Hist-Forest society and colonialism</p>	<p>Civics- comprehend the politics of social divisions.</p> <p>Eco - differentiate between different forms of money/ identify modern forms of transactions.</p>	<p>class debate on whether politics of social divisions affect vote banks and if so why doesn't the country like India disintegrate?</p> <p>draw a cheque</p>
	<p>Civics -Three determinants</p> <p>Eco - Loan activities of banks</p>	<p>The students will be able to:</p> <p>Civics - understand the factors that determine the outcome of social divisions in a country.</p> <p>Eco - understand how a bank functions</p>	<p>peer explanation of each determinant.</p> <p>class discussion on sources of credit in rural areas.</p>
	<p>Civics - revision/ marking questions</p> <p>Eco - terms of credit</p>	<p>The students will be able to:</p> <p>Civics - recall and write answers of given questions.</p> <p>Eco - define collateral terms of credit</p>	<p>Questions marked in class based on the lesson.</p>

	Revision of portion Eco - Formal sources of credit in India	The students will be able to: Revision - recall, analyse, apply the content to relevant questions. Eco - analyse the success of banks in urban and rural India.	Worksheets/Sample papers. Class discussion on ways to improve formal lending in rural India.
FA 2			
SEPT	Revision - civics SA portion Eco - Self Help groups	The students will be able to: Eco - understand the need of such groups in extending cheap credit.	Revision question bank
	Revision - SST		
	SA 1		
	SA 1		

	<p>Civics - Popular struggles and movements - nepal and bolivia Eco - globalisation and the indian economy - production across countries</p>	<p>The students will be able to: Civics - interpret the case studies and relate it to popular struggles and their impact. Understand the effect of popular struggle in a democracy Eco - explain globalisation and MNC in their own words</p>	<p>class discussion on Nepal and Bolivia/ PPT explanation/Relevant video maybe shown</p>
<p>SA 1</p>			
	<p>Civics - pressure groups and movements Eco - foreign trade and integration of markets</p>	<p>The students will be able to: Civics - differentiate between interest groups and pressure groups in three points Eco - recall the ways in which MNCs integrate global markets.</p>	<p>Mark question answers based on the topics. Interpret a data table and answer questions based on globalisation and MNC.</p>

OCT	<p>Civics - influence of pressure groups on politics Eco - globalisation - factors/liberalisation/WTO</p>	<p>The students will be able to: Civics - comprehend how pressure groups can influence politics and get influenced by politics. Eco - explain globalisation and how the factors have enabled the process faster</p>	<p>Group activity - Readers café</p>
	<p>Civics - Pressure groups and movements - revision of the lesson, marking questions. Eco - Impact of Globalisation in India</p>	<p>Civics - recall important terms and concepts Eco - comprehend how labour has been impacted in a globalised economy</p>	<p>Peer work - ask each other 2 questions based on flexibility of labour and answer each other's questions.</p>
	<p>Civics - Political Parties - functions and importance Eco - Revision of globalisation and marking questions</p>	<p>Civics - recall atleast 5 functions of political parties / justify their significance Eco - retell the concepts in their own words/ understand and recall important ideas.</p>	<p>Quiz</p>

NOV	Civics - Political Parties - questions marked	The students will be able to: Civics - to enable learners to answer 3/5 mark questions	marking questions in class
	Civics - National parties/ State parties. Eco - Consumer Rights - consumer in the marketplace	The students will be able to: Civics - recognise the national parties/ differentiate between national and State parties. Eco - identify the main 2 rights of a consumer in the marketplace	PpT
	Civics - challenges to political parties, How can parties be reformed Eco - Consumer Rights	The students will be able to: Civics - suggest atleast 2 measures to reform parties/ identify the main challenges to political parties Eco - recall the implications of Right to Information.	Questions marked based on the topic

<p>FA 3</p>			
<p>DEC</p>	<p>Civics - outcomes of democracy Eco - consumer Right - Right to choose/ represent</p>	<p>The students will be able to: Civics - explain in 5 sentences each outcome Eco - recall the main tenets of these rights.</p>	<p>group activity - class presentation of each outcome in small groups</p>
	<p>Civics - Outcomes of democracy Eco - Taking the consumer movement forward</p>	<p>The students will be able to: Civics - comprehend the need for democracy as the best form of government Eco- identify the hindrances to consumer movement</p>	<p>class discussion/ marking questions</p>
	<p>Civics - challenges to democracy - thinking about challenges</p>	<p>The students will be able to: civics - identify the three main challenges/ explain each in simple sentences</p>	<p>class interactions</p>

	Civics - thinking about political reform	The students will be able to: Civics - suggest two ways of political reforms.	marking questions in class
JAN			
FA 4			

FEB			
SA 2			