

INFANT JESUS CONVENT SCHOOL
ANNUAL PLAN 2023-24
SOCIAL SCIENCE
CLASS: X

MONTH/NO OF DAYS	TOPIC: SUB TOPIC	OBJECTIVES	AIDS/ACTIVITIES	MULTIPLE INTELLIGENCE SKILLS	LEARNING OUTCOME
<p>MARCH</p> <p>No of Days:10</p> <p>(Extra Classes)</p>	<p><u>GEOGRAPHY</u></p> <p>RESOURCES & DEVELOPMENT</p> <ul style="list-style-type: none"> ● Development of Resources ● Resource Planning ● Land Utilization & Land use pattern ● Soil as a Resource 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the value of resources and the need for its judicious utilization. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Recall what resources and the goals of various persons are. 	<ul style="list-style-type: none"> ● Visual ● Spatial ● Existential 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Develop awareness on the need for judicious utilization of resources. ● Interpret the factors responsible for the degradation of land and soil erosion.

<p style="text-align: center;">APRIL No of Days: 17</p>	<p><u>ECONOMICS</u> DEVELOPMENT:</p> <ul style="list-style-type: none"> ● Traditional notion of development ● Income and other goals ● National development 	<ul style="list-style-type: none"> ● Examine the rationale for overall human development ● Understand the importance of quality of life and sustainable development ● Familiarize with the centrality and mechanism of power sharing 	<ul style="list-style-type: none"> ● Express the benefits of sharing. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Critical thinking ● Problem solving ● Social <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Identify soil types and the land use pattern in India. ● List out the criteria for comparison of development. ● Compare the power sharing arrangements of 	<ul style="list-style-type: none"> ● Visual ● Spatial ● Existential 	<ul style="list-style-type: none"> ● Appreciate the different perspectives of development. ● Correlate quality of life to HDI and understand the importance of sustainable development.
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	<ul style="list-style-type: none"> ● Per-capita income & comparison of states & nations ● Public facilities ● Sustainability of development <p><u>CIVICS</u> POWER SHARING</p> <ul style="list-style-type: none"> ● Importance of Power Sharing ● Case Studies of Belgium & Sri Lanka ● Majoritarianism in Sri Lanka & Accommodation in Sri Lanka ● Different forms of Power Sharing 	<ul style="list-style-type: none"> ● Identify the various forms of power sharing. 	<p>power sharing in Sri Lanka and Belgium.</p> <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Reason out the need for conservation of resources. ● Evaluate the methods of soil conservation and controlling of land degradation. ● Examine the need for sustainable development. ● Define the terms such as per capita income, literacy rate, gross enrollment ratio, infant mortality rate etc. ● Understand the need to accommodate social diversity and list the various forms of power sharing. ● Compare and contrast the 		<ul style="list-style-type: none"> ● Explain the intelligent forms of power sharing ● Asses the consequences of power sharing on the society
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			methods of accommodation adopted by both Sri Lanka and Belgium in their respective countries.		
MAY No of Days: 12	<p><u>HISTORY</u> RISE OF NATIONALISM IN EUROPE</p> <ul style="list-style-type: none"> • French Revolution & the idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions • The Making of Germany & Italy • Visualizing the Nation • Nationalism & Imperialism <p><u>GEOGRAPHY</u> FOREST & WILDLIFE RESOURCES</p> <ul style="list-style-type: none"> • Flora and Fauna 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and comprehend the forms in which nationalism developed in Europe. • Examine the formation of nation states through case studies of various nations of Europe. • Describe the factors causing the depletion of flora and fauna • Appreciate the government policies as well as the efforts of the local communities in conserving forest and wildlife. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Express what freedom in true sense means. • Reason out the causes of disappearance of plants and animals. <p>SKILLS:</p> <ul style="list-style-type: none"> • Linguistic verbal Skills • Creativity • Critical Thinking <p>APPLICATION:</p> <ul style="list-style-type: none"> • Create a tabular representation of nationalist symbols of India and Germany. • Gather information about some endangered 	<ul style="list-style-type: none"> • Visual • Spatial • Naturalistic • Existential 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the growth of nationalism and assess the role of French Revolution in spreading the ideas of liberty and equality. • Draw comparisons between the formations of nation states of Europe. • Assess the impact of degradation and know the methods of conservation. • Identify federal countries of the world and

	<ul style="list-style-type: none"> ● Endangered species in India ● IUCN & Classification of species ● Conservation of forest and wildlife in India 		<p>species of plants and animals.</p> <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Comprehend the development of forms of nationalism. ● Assess the need for protection of various plants and animal species. ● Present case studies of local communities. 		<p>explain their features.</p>
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CONDUCTION OF PT-1 ASSESSMENT

<p align="center">JULY No of Days: 23</p>	<p><u>ECONOMICS</u> SECTORS OF INDIAN ECONOMY</p> <ul style="list-style-type: none"> ● The sectors of Indian economy ● Interdependence & comparison of the three sectors ● Contribution to the GDP ● Ways to create employment opportunities 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the major sectors of Indian economy and their employment generating capacity. ● List the efforts of the government to develop the various sectors. ● Examine the federal structure of government 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Identify the problems related to unemployment. ● Relate the features of local self-government in India. ● List the regions where water scarcity is experienced. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Critical thinking 	<ul style="list-style-type: none"> ● Visual ● Verbal linguistic ● Interpersonal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and distinguish between the various sectors of economy. ● Critically examine the rise of tertiary sector. ● Reason out government investments in various sectors.
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	<ul style="list-style-type: none"> ● Organized & unorganized sectors ● Public & Private sectors <p><u>CIVICS</u> FEDERALISM</p> <ul style="list-style-type: none"> ● Features of Federalism ● India & Federalism ● Federal & Unitary Government ● Criteria of federalism ● Decentralization <p><u>HISTORY</u> THE MAKING OF A GLOBAL WORLD</p> <ul style="list-style-type: none"> ● The Pre-modern world ● The nineteenth century ● The Inter-war economy ● Rebuilding a world economy (Post-war era) <p><u>GEOGRAPHY</u> WATER RESOURCES</p>	<ul style="list-style-type: none"> ● Understand what decentralization of power is. ● Demonstrate the shifts in the process of globalization. ● Analyze the implications of globalization and how it is perceived by different social groups. ● Understand the reasons for water scarcity. ● Appreciate the steps taken by the government to conserve water resources and understand methods to harness water. 	<ul style="list-style-type: none"> ● Problem solving <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Illustrate the features of various sectors of economy. ● Demonstrate countries that have federal and unitary structure of government. ● Construct a rain water harvesting structure and explain it. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Examine different ways of generating employment opportunities. ● State examples of decentralization of power in India. ● Create an advertisement of any product of an MNC for Indian markets. ● Collect information about “Narmada Bachao Andolan” and 		<ul style="list-style-type: none"> ● Identify the federal nations of the world and express their features. ● Compare unitary and federal systems of government. ● Trace the history of globalization. ● Analyze the implications of globalization on local economies. ● Analyze the overuse of water resources and appreciate the indigenous water conservation techniques.
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	<ul style="list-style-type: none"> ● Water Scarcity ● Need for water conservation & management ● Multi-purpose river projects ● Rainwater Harvesting 		state the reasons for this agitation taking place.		
<p>AUGUST</p> <p>No of Days: 23</p>	<p><u>HISTORY</u></p> <p>THE AGE OF INDUSTRIALIZATION</p> <ul style="list-style-type: none"> ● Proto-industrialization ● Hand labour & Steam Power ● Industrialization in the colonies ● Factories come up ● The Peculiarities of industrial growth ● Market for goods <p><u>CIVICS</u></p> <p>GENDER, RELIGION AND CASTE</p> <ul style="list-style-type: none"> ● Gender stereotypes in society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Familiarize with the pre-Industrial era and the factory system. ● Analyze the impact of industrialization on the labour class. ● Recognize the effects of caste and gender in politics. ● Analyze the challenges posed by communalism in India. ● Identify the various types of farming and state the reasons for poor output. ● Explain various government policies and know the 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Identify the problems faced by industrial workers. ● List out instances of gender discrimination. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Critical thinking ● Problem solving ● Creativity ● Designing <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Compare the features of pre-industrial and post-industrial eras. ● Investigate the issue of reservations. 	<ul style="list-style-type: none"> ● Visual ● Spatial ● Interpersonal ● Intrapersonal ● Existential 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Examine the changes brought in by industrialization ● Evaluate its effect on the lives of industrial workers. ● Analyze the contribution of agriculture to the national economy. ● List the agricultural reforms. ● Examine the uneven distribution of minerals and raise awareness towards the use of conventional

	<ul style="list-style-type: none"> ● Sexual division of labour ● Women's political representation ● Religion, Communalism & Politics ● Caste & Politics <p><u>GEOGRAPHY</u> AGRICULTURE</p> <ul style="list-style-type: none"> ● Types of Farming ● Cropping Pattern ● Major Crops ● Technological & Institutional reforms ● Impact of Globalization on agriculture <p>MINERALS & ENERGY RESOURCES</p> <ul style="list-style-type: none"> ● Minerals & their modes of occurrence ● Types of minerals-ferrous, non-ferrous, rock minerals 	<p>impact of globalization on agriculture in</p> <ul style="list-style-type: none"> ● India. ● Express the significance of minerals and identify their types. ● Acknowledge the need for their judicious utilization ● Sensitize towards the use of alternative energy resources. 	<ul style="list-style-type: none"> ● Illustrate modern farming techniques. ● List the non-conventional energy sources. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Compare the merits and demerits of industrialization on the lives of industrial workers. ● Evaluate how communalism affects Politics. ● Compare the status of gender discrimination in modern scenario. ● Suggest measures to globalize agriculture. ● Revise the need for conservation of minerals and suggest non-conventional sources of energy. 		<p>sources of energy.</p> <ul style="list-style-type: none"> ● Appreciate the cultural diversity of the society. ● Sensitize to the religious differences in the society and describe the salient features of secularism.
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	<ul style="list-style-type: none"> • Conventional & Non-conventional energy resources 				
<p>SEPTEMBER</p> <p>No of Days: 05</p>	<p><u>CIVICS</u> POLITICAL PARTIES</p> <ul style="list-style-type: none"> • Need for Political parties and different party systems in India. • National & State political parties • Challenges to political parties • Reformation of political parties 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and understand the party systems in India. • Examine the role of political parties and discuss the reforms needed. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Name some of the prominent political parties of India. • Identify some drawbacks of political parties according to you. <p>SKILLS:</p> <ul style="list-style-type: none"> • Critical thinking • Creativity • Cartooning • Problem solving <p>APPLICATION:</p> <ul style="list-style-type: none"> • Create a cartoon representing any theme related to political parties. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Evaluate the merits and demerits of various party systems in India. • Suggest various measures needed 	<ul style="list-style-type: none"> • Visual • Spatial • Intrapersonal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze the role of political parties in a democracy. • Evaluate the merits and demerits of party systems and identify the national and state parties.

			to reform political parties.		
	CONDUCTION OF TERM 1 (2ND WEEK OF SEPTEMBER)				
OCTOBER No of Days: 22	<p><u>HISTORY</u> NATIONALISM IN INDIA</p> <ul style="list-style-type: none"> ● Anti-colonial movement ● First World War, Khilafat & Non-cooperation ● Differing strands within the movement ● Towards Civil Disobedience ● The sense of collective belonging <p><u>ECONOMICS</u> MONEY AND CREDIT</p> <ul style="list-style-type: none"> ● Money as a medium of exchange and forms of money. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and understand the non-cooperation and civil disobedience ● Imbibe the feelings of patriotism and responsibility ● Recognize the modern forms of money and analyze credit. ● Review different sources of credit and its impact on the poor. ● Know the significance of industries in development. ● State the challenges faced by industries and 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Name some of the freedom fighters and their role in independence. ● State some of the modern forms of money. ● Identify the significance of industries. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Visual ● Mathematical-logical thinking ● Critical thinking ● Problem solving <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Identify the centers of Indian National movement. ● Interpret the causes of non- 	<ul style="list-style-type: none"> ● Visual ● Mathematical-logical thinking ● Critical thinking ● Problem solving ● Interpersonal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast Indian and European nationalism. ● Understand the formation of nation states and development of nationalism. ● Differentiate between formal and informal sources of credit. ● Analyze the role of credit in economic development. ● Evaluate the causes of concentration of industries.

	<ul style="list-style-type: none"> • Loan activities and terms of credit. • Formal sector credit in India • Self Help Groups <p><u>GEOGRAPHY</u> MANUFACTURING INDUSTRIES</p> <ul style="list-style-type: none"> • Importance of manufacturing • Contribution of industry to GDP • Classification of industries 	<p>develop awareness towards environment conservation.</p>	<p>cooperation and civil disobedience movements.</p> <ul style="list-style-type: none"> • Trace the history of origin of money. • Find out the various sources of money used in modern times. • Classify different types of industries stating examples. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> • Develop a sense responsibility. • Assess the role of revolutionaries in freedom struggle. • Recognize money as an economic concept and understand the role of credit in daily life. • Suggest ways to combat industrial pollution and environmental degradation. 		<ul style="list-style-type: none"> • Discuss and debate over the role of government towards sustainable development.
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<p>NOVEMBER No of Days: 16</p>	<p><u>HISTORY</u> PRINT CULTURE AND THE MODERN WORLD</p> <ul style="list-style-type: none"> ● Print revolution and its impact ● India and Print ● Religious reforms and debates ● Censorship <p><u>GEOGRAPHY</u> LIFELINES OF NATIONAL ECONOMY</p> <ul style="list-style-type: none"> ● Different forms of transport ● Communication and technology ● International trade ● Tourism as a trade 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Familiarize with pictures, cartoons etc. on newspaper debates on various issues. ● Know how society shapes force of change. ● Identify the modes of transport and state their significance. ● Appreciate government intervention in development of transport and communication. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ● Share how print is significant in the modern world. ● Identify the modes of transport and communication. <p>SKILLS:</p> <ul style="list-style-type: none"> ● Visual ● Critical thinking ● Problem solving <p>APPLICATION:</p> <ul style="list-style-type: none"> ● Design a cartoon promoting the French Revolution ● Establish a link between print and censorship. ● List out the advantages and disadvantages of transport system. ● Map based activity. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Critically examine the role of Print revolution in Europe and India ● Understand the development of 	<ul style="list-style-type: none"> ● Visual ● Critical thinking ● Problem solving ● Interpersonal ● Intrapersonal 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Establish a link between print culture and circulation of ideas. ● Know how print scripted changes in history. ● Examine how transport has helped trade develop. ● Analyze transport as a lifeline of economy.
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			<p>Print and how it spread to Europe.</p> <ul style="list-style-type: none"> Analyzing the connection between transport, communication and trade. 		
<p>DECEMBER No of Days: 18</p>	<p><u>CIVICS</u> OUTCOMES OF DEMOCRACY</p> <ul style="list-style-type: none"> How we assess democracy's outcomes. Accountable, responsive and legitimate government. Economic growth and development Reduction of inequality and poverty and accommodation of social diversity. <p><u>ECONOMICS</u> GLOBALIZATION & INDIAN ECONOMY</p> <ul style="list-style-type: none"> Interlinking production across countries 	<p>Students will be able to:</p> <ul style="list-style-type: none"> List the various outcomes of democracy. Analyze democracy as an accountable, responsive and legitimate government. Explain the working of global economic phenomenon Understand the dominant forces that influence world trade. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> List the global products sold in India and state their features. <p>SKILLS:</p> <ul style="list-style-type: none"> Visual Critical thinking Problem solving <p>APPLICATION:</p> <ul style="list-style-type: none"> Design a poster on an ideal society where peace and stability prevails. Distinguish the features of democracy and dictatorship. Identifying a logo and tracing its history. 	<ul style="list-style-type: none"> Visual Critical thinking Problem solving 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Realize the role of a citizen in decision making. Analyze the roles of democracies as well as dictatorship in economic growth and reduction of poverty. Appreciate the role of foreign investment and MNCs. Understanding the policy of liberalization.

	<ul style="list-style-type: none"> ● Foreign trade and integration of markets. ● Globalization and the factors that enabled it. ● World Trade Organization and fair globalization. 		<ul style="list-style-type: none"> ● Examining an MNC in India. <p>UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Imbibe the values of freedom and dignity. ● Point out the responsibilities of an ideal citizen. 		
<p>JANUARY No of Days: 18</p>	<p>REVISION/PRE BOARD 1</p>				
<p>FEBRUARY No of Days:3</p>	<p>REMEDIAL CLASSES CONDUCTION OF PREBOARD 2</p>				
<p>MARCH</p>	<p>ANNUAL EXAM</p>				