

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
LESSON PLAN POLITICAL SCIENCE
Ch. 1 POWER SHARING

Unit	POLITICAL SCIENCE
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge division, distribution and sharing 2. Knowledge of basic ideas equality and accommodation 3. Knowledge about the linguistic and ethnic diversity
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Students would be able to analyze difference between diversity and accommodations in democracy
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Fundamentals of power sharing • Linguistic and ethnic diversity • Accommodations of diversity in democracy • Comparison and contrast in power sharing among different democracies <u>SKILLS</u>- • <i>Students will critically think about how power sharing in Belgium accommodate diversity</i> • Students will develop citizenship through understanding the contribution of Belgian model to accommodations of diversity • <i>Students would be able to enhance their creativity by reflecting on how democracies can flourish through accommodation of regional diversity</i> • Students would be able to enhance their communication skills by debating on majoritarian policies of the Sri Lankan government leading to civil war
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Active Learning • Topic- Ethnic and linguistic compositions in Belgium and Sri Lanka (Competencies: Collaborative and Critical thinking)

techniques, wherever applicable, and can use any other too.)	Students will be shown video clips on the glimpses of regional ethnic diversities in Belgium and Sri-Lanka. Students will critically think about how the arrangement in Belgium become a model for the world Group Learning • Topic-the Belgium model and Majoritarianism in Sri-lanka (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of power sharing. Analysis will be done by all groups, followed by cross questioning. Differentiation • Topic- Necessities of power sharing (Competencies: Citizenship, Critical thinking) Students will get aware of the importance of power sharing for different groups and sections of the society. • Topic- forms of power sharing (Competencies: Citizenship) Students will work in pair and discuss about the power sharing arrangement contribute to checks and balance in democracy • Topic -Revision of chapter Students <i>would be able to enhance their creativity and reflection</i> by debating on how power sharing arrangements helps accommodating such immense diversity in a democratic country like India Questioning- Multiple questions as per spiral and NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for Social Science Reference Book 1. DPSG Spiral
Self- Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan:

	<i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (critical thinking) 5 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.

Assessment Questions	1. Minorities in Sri Lanka have been discriminated against by the Majoritarian government' support with three points 2. What are the different forms powers sharing in modern democracies, explain any three points? 3. Write any one difference between the federal form of government and a unitary one with one example from each 4. Discuss the Belgian model of federalism 5. Explain in brief the two reasons of power sharing in democracy 6. Differentiate between coming together and holding together federation with one suitable example for each
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DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-3 POWER SHARING
SUBJECT: CIVICS
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyze difference between diversity and accommodations in democracy
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> • Fundamentals of power sharing • Linguistic and ethnic diversity • Accommodations of diversity in democracy • Comparison and contrast in power sharing among different democracies

	SKILLS- • Students will <i>critically think</i> about how power sharing in Belgium accommodate diversity • Students will develop <i>citizenship</i> through understanding the contribution of Belgian model to accommodations of diversity • Students would be able to enhance their <i>creativity</i> by reflecting on how democracies can flourish through accommodation of regional diversity • Students would be able to enhance their <i>communication</i> skills by debating on majoritarian policies of the Sri Lankan government leading to civil war
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What is sharing? • What is levels of government? • What is meant by division of power? • What is meant by distribution of power? Discussion of topic through Collaborative Learning: 15 min Students will be shown video clips on the glimpses of power sharing arrangement in Belgium Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Social Science Reference Book 2. DPSG Spiral
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students would be able to analyze Ethnic composition in Belgium and Sri Lanka
Assessment of qualifying knowledge	Questions from previous class about vertical power sharing
Learning Outcomes	• <u>KNOWLEDGE-</u> <i>Students will know</i>

	That there are differences existing among people across nations <u>SKILLS and COMPETENCIES</u> <i>Students would be able to differentiate various types of diversities existing in each country</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What is power sharing among communities? • What is community government • What civil war? • What is majoritarianism? • Topic- Necessities of power sharing (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study any one strand of diversity. Analysis will be done by all groups, followed by cross questioning Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Social Science Reference Book 3. DPSG Spiral
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students would be able to analyze the arrangement done for accommodation in Belgium and Sri Lanka
Assessment of qualifying knowledge	Questions from previous class about power sharing will be asked for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i>

	differentiate various types of goods available in market, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What do you mean by prudential? • What is meant by moral reason for power sharing? • forms of power sharing (Competencies: Citizenship) Students will work in pair and discuss about the power sharing arrangement contribute to checks and balance in democracy Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Social Science Reference Book 4. DPSG Spiral
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)