

## CLASS XI SOCIOLOGY LESSON PLAN FOR OCTOBER 2015

Month of October Syllabus	Concepts content and ideas	Learning process/activities	Instructional Tools & References	Pedagogy	Learning outcomes	Assessment	Formative/ Summative Assessment-Syllabus
Classes required (16 – hours)  <b>Chapter: social structure, stratification and social processes in society (8 classes)</b>	<b>Social structure and stratification</b>	Discussion points: What is social structure? How social structures are made? Functionalist and conflict theorist's views on social structure and social constraint What is social stratification Activity: Discussion on various family patterns and regularities depicted in films, tv serials, novels etc. Discussion on various forms of inequalities present in our society.	Board, textbook.	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation	Identify various forms of social constraints in society. Infer how school or family acts as social structure. Identify various advantages with privileged groups.	<ul style="list-style-type: none"> <li>■ Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</li> <li>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</li> </ul>	To be tested in the 2nd Unit Test and Final Term Exams.
	<b>Two ways of understanding social processes in sociology</b>	Discussion points: What are social processes? Emile Durkheim(functionalist) and Karl Marx(conflict) view on social processes i.e., cooperation, competition and conflict. Activity: Think of examples of cooperation, competition and conflict in everyday life.	Board, textbook	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation	Identify various ways by which individuals in society are in cooperation, competition and conflict.	<ul style="list-style-type: none"> <li>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</li> <li>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of</li> </ul>	To be tested in the 2nd Unit Test and Final Term Exams.

<p><b>Chapter: social change and social order in rural and urban society (8 classes)</b></p>	<p><b>Cooperation and division of labour; competition as an idea and practice; conflict and competition.</b></p>	<p>Discussion points: Emile durkhiem's Solidarity, altruism concepts. Distinguish between mechanical solidarity and organic solidarity. Karl marx's concept of consciousness and voluntary cooperation. Ideology of competition as dominant ideology in capitalism. What is conflict? Activity: Think and discuss about different conflicts that exist in the world today with the help newspaper cuttings showing the conflict between nations and blocks of nations.</p>	<p>Board, textbook, newspaper cuttings.</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation</p>	<p>Infer how individuals in society adjust, accommodate and also have capability to change the social world. Conflict is often covertly expressed and cooperation is overtly expressed, how? How are cooperation competition and conflict interrelated?</p>	<p>points.</p> <p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</p> <p>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>
	<p><b>Social change</b></p>	<p>Discussion points: What is social change? Classification of social change on the basis of pace/speed; its nature/impact and its sources/causes. What is evolutionary and revolutionary change? What is structural change and change in value and beliefs? Activity: Discuss French revolution and industrial revolution.</p>	<p>Board, textbook.</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation In-text questioning</p>	<p>How social change is different from other kinds of changes? What major changes have been brought about by industrial revolution in your society?</p>	<p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</p> <p>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>
	<p><b>Environment; technology;</b></p>	<p>Discussion points: What are</p>	<p>Board, textbook,</p>	<p>In-text</p>	<p>Identify various</p>	<p>Learner</p>	<p>To be tested in the 2nd Unit Test</p>

	<p><b>economy;politics and culture.</b></p>	<p>destructive and constructive social changes caused by environment?  How technological inventions lead to social changes?  Discuss political and cultural changes.  Activity:  Make list of things that existed in your parents and grand parents time but donot exist today.  With help of newspaper cuttings find out various social changes caused by environmental changes.</p>	<p>newspapers.</p>	<p>questioning  Reflective  Discussion  Random  Questioning  Brain storming  Concept  Formation  In-text  questioning</p>	<p>technological inventions in your society leading to social change.  Find out some examples in the world showing political and cultural exogeneous changes.</p>	<p>participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</p> <p>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p>	<p>and Final Term Exams.</p>
	<p><b>Social order; domination; authority and law.</b></p>	<p>Discussion points:  What is social order?  How can social order be achieved?  Discuss domination, authority and law.  Activity:  Think and discuss of what if we never get over the same food for lunch or would find new rules in school every other day.  find out the reasons why you want or don't want change in particular instances.</p>	<p>Board , textbook.</p>	<p>In-text  questioning  Reflective  Discussion  Random  Questioning  Brain storming  Concept  Formation  In-text  questioning</p>	<p>How does the process of socialization help in achieving the social order in your society?  What type of authority in your society is considered as legitimate?</p>	<p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.  Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>

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