

CLASS – VII
CONSOLIDATED LESSON PLAN
CHAPTER-1 ENVIRONMENT (GEOGRAPHY)
SESSION :2019-20

Unit	Geography Ch-1 Environment
Class Transaction	Total: 3 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • That the students are aware of the living and non living world around. • That learners can differentiate between natural and man made components.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. UT Plans
Objective	• To identify the different components of environment - Natural environment, human environment, man-made environment • To value the ecosystem surrounding them.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will be able to – <i>Enlist the components of environment</i> <i>Differentiate between natural – man made components.</i> <i>Classify the natural environment and describe each component.</i> <u>SKILLS and COMPETENCIES</u>- Critical Thinking and Character <i>Students would be able to</i> • <i>Critically analyze the need to preserve the ecosystem</i> • <i>Develops gratitude the components of environment</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 DOL 1,2,3 Active Learning, Student teacher interaction, collaborative learning, GOs, (Web charts, Flow Charts and differentiation table, compare-contrast matrix), silent /loud reading ,collaborative learning. • Topic: Components of Environment (Competencies – Collaboration) Nature Walk – the students would be taken for a short tour around the school and asked to enlist all that they observe. Back in class the teacher will ask them to sit in groups and segregate the list into visible categories. The teacher will elicit the responses of categories as living, non living, land, natural, man made or human beings. The learner will use systems thinking to analyze parts of the whole environment • Topic: Natural Environment (Competencies – Critical Thinking) Through the visuals of the ppt, the teacher will bring out the components of natural environment, their main features and examples of each category. The students will build a concept map of the entire components. The learner will use systems thinking to analyze parts of the whole environment

	• Topic: Human Environment (Competencies – Citizenship) Group discussion to make the students realize the various modifications done by the humans to the various components of environment. The learners will critically discuss the positive and negative impacts of human activities. The group discussion will be guided by the teacher. The learner will realize the civic responsibility as a global citizen towards environment <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Explanation with the help of diagram Flow Chart MCQ Peer Assessment Any Other
Resources	Text Book: NCERT text book
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 FA activities to be assessed as per the following format: <i>Individual Activity:</i> Assessment Parameters: The total marks for the activity is 20 marks Lab/Work Ethics..... 5 marks Performance of task.....5 marks Record/Viva.....5 marks <i>Group activity:</i> Assessment Parameters: The total marks for the activity is 20 marks Lab/Work Ethics..... 5 marks Performance of task.....3 marks Record/Viva.....5 marks Group Dynamics/ Project work.....2 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) 5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks

	ANNUAL 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> • Encouragement for referring other resources • HOTS questions to be given <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes • Knowledge based questions to be given <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. Name the components of environment. 2. What is meant by ecosystem? 3. When is the World Environment Day celebrated? 4. Explain the components of natural environment. 5. Humans learn new ways to use and change environment. Quote the positive and negative impacts of human activities on their environment.

DAY WISE LESSON PLAN

CHAPTER-1 ENVIRONMENT

Unit	Environment
Class Transaction	Total Periods required: 3 (40 min. approx.) Components of Environment
Pre-requisite for the course	This lesson requires • Basic knowledge of environment.
Day	ONE
Objective	To identify the different components of environment. • Natural environment, human environment, man-made environment • To appreciate the ecosystem surrounding them.
Assessment of qualifying knowledge	Quiz and wipro techniques (KWL Chart – what you know, what you will learn) (5 min) • What do you understand by the term environment. • How we can classify the environment.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand</i> • The different components of natural environment. <u>SKILLS and COMPETENCIES</u> - <i>Students would be able to</i> • Develop the skill how to live in harmony with the environment and value the importance of mother nature. • Work in COLLABORATION to enlist and categorize the elements of their surrounding environment
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- (25 min) <i>Brain Storming</i> -The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying.
Facilitation	<i>Introduction of the topic</i> - Nature Walk – the students would be taken for a short tour around the school and asked to enlist all that they observe. Back in class the teacher will ask them to sit in groups and segregate the list into visible categories. The teacher will elicit the responses of categories as living, non living, land, natural, man made or human beings. <i>Guided practice followed by Independent Practice</i> - NCERT questions to be discussed in the classroom. DOL – 1,2 Identification of the different kind of objects around us and classify it into different components. Approaches- the facilitator should apply some or all the approaches while teaching learning process.

	Techniques to be used Ppt Closure- 5 min Summarization of the day that is learned by the students based on the topic.
Resources (day 1)	Text Book: Presentation based on environment
Self Study, Home Work, Assignments (day 1)	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. (5 min) 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.
Assessment of qualifying knowledge	Draw a concept map of the components of environment
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> • Encouragement for referring other resources <i>For weak students:</i> • Buddy help to be provided <i>For differently abled students:</i> • Provide grade-up classes

Unit	Environment
Class Transaction	Day 2 Natural Environment (40 Min Approx)
Pre-requisite for the course	This topic requires Knowledge of components of environment
day	Two
Assessment of qualifying knowledge	Quiz and Wipro techniques(KWL Chart – what you know, what you will learn) (5 min) What do you understand by Natural Environment. Give examples of the Natural Environment..
Objective	To understand the importance of natural environment Various measures of maintaining the natural environment. •
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> The different aspects of Natural Environment. <u>SKILLS</u>- <i>Students would be able to</i>

	Develop the skill how to live in harmony with maintaining the Natural Environment and value the importance of mother nature.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) Facilitation	Transaction would proceed in the following manner- (25 min) <i>Brain Storming</i>-The class would start with a discussion on components of environment by showing the photos related to each component. <i>Introduction of the topic</i>- Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: pictures and questions based on the Ppt DOL – 1,2 Identification of the components of natural environment Approaches- the facilitator should apply some or all the approaches Closure- 5 min Summarization of the day that is learned by the students based on the topic.
Resources	Text Book: Presentation based on environment
Self Study, Home Work, Assignments	Independent Practice: Students would make a picture of their ideal natural environment. (5 min) It is also advised that the students come to the class with proper background knowledge of the topic natural environment.
Assessment of qualifying knowledge	a) Enlist few constituents of the hydrosphere b) Name the four realms of the earth c) The interdependence of natural components of environment form d) Trade in which goods are exchanged without the use of money
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> • Encouragement for referring other resources • HOTS questions <i>For weak students:</i> • Share digital content with them • Knowledge based questions <i>For differently abled students:</i> • Provide questions based on photographs of natural environment
Marks	The weightage would be given by CBSE.

Unit	Environment
Class Transaction	Day 3 – HUMAN ENVIRONMENT (40 MIN APPROX)
Pre-requisite for the course	Basic awareness of what is going on around us and components of environment
Day	Three
Assessment of qualifying knowledge	Quiz and Wipro techniques(KWL Chart – what you know, what you will learn) (5 min) What do you understand by human environment Give some examples of human environment.
Objective	-To know about the problems of the human environment
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will be able to</i> • Enlist the harmful practices of human activities for the environment. • Discuss the solutions of the problems that are faced by human environment <u>SKILLS and COMPETENCIES-</u> <i>Students would be able to</i> • Develop the Global Citizenship skill how to live in harmony with the environment • value the importance of maintaining the environment.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.) Facilitation	Transaction would proceed in the following manner- (25 min) <i>Brain Storming</i>-The class would start with a discussion the daily problems that we face in human environment <i>Introduction of the topic</i>- Digital Content would be shared based on the problems created by human beings and the solutions around the world <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Techniques to be used: questions based on the video DOL – 1,2 Identification of the components of human environment Approaches- the facilitator should apply some or all the approaches Closure- 5 min Summarization of the day that is learned by the students based on the topic.
Resources	Text Book: Presentation based on environment
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. (5 min) 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.

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> • Encouragement for looking out of the solutions and what can be applied around us • HOTS questions <i>For weak students:</i> • Buddy help to be provided • Knowledge based questions <i>For differently abled students:</i> • Provide grade-up classes