

CLASS – VIII
LESSON PLAN GEOGRAPHY
Ch.2 LAND SOIL ,WATER AND NATURAL VEGETATION

Unit	Geography
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	PREVIOUS KNOWLEDGE: K - Students know about resources and their importance W - They would want to know various methods to conserve these resources. L – Students would learn the causes of depletion of these resources and methods to conserve them
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activites
Objective	• To understand the factors responsible for land degradation ,soil ,water and natural vegetation conservation measures.. • Understand the importance of resource planning and how it is done. • Factors responsible for land degradation and conservation measures. • To develop awareness towards judicious use of resources and their conservation.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Various types of resources and their uneven distribution. • distinguish between the types of Resources • the need for their judicious utilization <u>SKILLS</u>- • <i>Students will critically think about</i> how to utilize resources judiciously for a sustainable future. • <i>Students would be able to enhance their creativity</i>by creating their own ways of presenting the topic. • Students would be able to enhance their communication and Collaboration through group presentation activity.
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Student – teacher interaction interaction, Wipro-GOs.(web chart, flow chart and differentiation table, compare – contrast matrix) silent reading, collaborative learning, Hands on experiment, Experimental work Questioning- <i>Pose, pause, pounce and bounce</i>- Teacher will prepare a list of question about the conservation of water resources and will ask these questions

techniques, wherever applicable, and can use any other too.)	during discussions by posing the question to the entire class, pause for 30 seconds and then pounce the question and facilitator can bounce it as well to other students. (Critical thinking, Communication) Think-pair -share- The students will read the topic again after teacher explanation , think for a minute and then discuss in pair. DOL 1,2,3 Active Learning • Topic- Land and soil as a resource (Competencies: Critical thinking and global citizenship) Students will be able to Understand the importance of land ,develop awareness towards judicious use and conservation. • Topic – Water resource (Competencies: Critical thinking and Global citizenship) To understand the importance of water as a resources for human survival as well as maintain the quality of life. • Topic –Natural Vegetation and wildlife (Competencies: Critical thinking and Global citizenship) Students will be able to appreciate the importance of each specie of plant and animal kingdom to maintain the ecological balance. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebook 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) HALF YEARLY EXAMINATION (critical thinking) ANNUAL EXAMINATION (critical thinking) 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> • High order questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Basic understanding questions 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.What are the factors responsible for uneven distribution of population?
	2.Why plains and river valley areas are densely populated?
	3.Explain three methods to conserve land. or Explain three methods to avoid land degradation.
	4.Write three mitigation techniques to avoid landslides.
	5.Explain three factors responsible for soil erosion.
	6.Explain any three methods to conserve water.

CLASS – VIII
SUBJECT: GEOGRAPHY
SESSION: 2019-20
DAY WISE CONSOLIDATED LESSON PLAN
Ch.2 LAND SOIL ,WATER AND NATURAL VEGETATION

DAY	ONE
Objective	The students will be able to work in collaboration
Assessment of qualifying knowledge	Questions will be asked from the students on the basis of the images shown through a ppt.
Learning Outcomes	• KNOWLEDGE- <i>Students will know</i> Students will be able to Understand the importance of the given resources ,develop awareness towards judicious use and conservation. • SKILLS and COMPETENCIES <i>Students would be able to</i> Work in collaboration in groups. Browse the text and manage information on the basis of the knowledge of importance of resources from the previous chapter and create innovative methods to present their topic.
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 Anticipatory Set The students will try to figure out the importance of each resource on these lines: 1. Why is it a resource – importance and utility 2. Distribution of the resource on earth 3. Reasons for its depletion 4. Conservation methods Discussion of topic through Collaborative Learning: <u>min</u> The students will be divided into 8 groups and allotted one sub topic (resource) each. They will be asked to browse and brain storm the given topic and discuss about the utility, causes of depletion and conservational methods. Each group will create questions from their respective topic. Each group will be presenting their topic with a set of questions to the rest of the class in a stipulated time. Class will be divided into eight groups . Group 1 – land and land use pattern Group 2 conservation of land and landslides Group 3 - soil : factors responsible for soil formation Group 4 factors responsible for soil degradation and conservation measures. Group 5 water :facts and problems Group 6 conservation of water Group 7 distribution of natural vegetation Independent Practice: Students will browse the textbook and research beyond text for the given subtopics.

	Closure: 5 min Each group will submit the set of questions created to the teacher for whetting of the content.
Resources	Text Book: NCERT text book Students to browse through links for their respective topics
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students will be able to Understand the importance of land, develop awareness towards judicious use and conservation.
Assessment of qualifying knowledge	Questions from previous class about classification of resources for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i> <i>The importance, causes of depletion and conservational methods of land resources</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Create innovative methods, critically evaluate the land resource and work in collaboration .
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 Topic – LAND RESOURCE Recalling and interaction through question based on their previous knowledge like 1. what kind of land is important for cultivation 2. Do we have same population in all over the world. 3. Can be live without land ? justify (Competencies: Critical thinking and collaboration) After the brain storming session, each student will be presenting one sub topic in front of the class in their own way and give questions to the rest of the class. 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 Geography
Self Study, Home Work, Assignments	students will sit together and in Collaboration they will discuss the topic given to them • Closure- Summarisation by students with the help of mind map on their own.

	Independent Practice-preparation of group presentation
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	To understand the importance of soil as a resources for human survival as well as maintain the quality of life.
Assessment of qualifying knowledge	Recapitulation of the previous day.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - To define following terms –humus, weathering. - Classify the factors related to soil formation. - Identify the factors relating to soil degradation. - Compile the ways to conserve soil resource. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Critically analyze the role of humans that can turn other things into resources with their knowledge and skill and appreciate the humans as global citizens.
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 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic Define the process of weathering. Mention the main agents responsible for Weathering. Discuss various factors responsible for soil degradation. Topic- soil (Competencies: Citizenship) Brain storming, student teacher interaction, Think, pair, share 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
Self Study, Home Work, Assignments	Guided Practice After discussion - All the students will explain about There is enough for everybody 's need and not for any body's greed . - List good agriculture practices to avoid soil erosion - What is Weathering - List the Factors affecting soil formation Closure- Summarization by students with the help of mind map Independent Practice- Spiral level 2 question
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	- List the various usage of water in our daily life. - Enlist ways to conserve water resources. - Sensitize the students towards the problem of water scarcity.
Assessment of qualifying knowledge	Recapitulation of the previous day.
Learning Outcomes	<u>KNOWLEDGE- Students will know</u> - The factors responsible for water scarcity . - Why earth is called as 'blue planet'? - How much fresh water is available for human consumption? - Countries which are facing water scarcity. <u>SKILLS and COMPETENCIES</u> Students would be able to Think globally as citizens of a large society and act locally to enhance problem solving through critical thinking for water conservation.
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 Anticipatory Set: 10 min A video will be shown to the students depicting the shortage of water in order to sensitize them to the importance of water as a resource Topic- Water Resource (Competencies: Citizenship, Critical thinking) 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 geography
Self Study, Home Work, Assignments	Closure- Summarization by students with the help of muddiest point Independent Practice- After discussion all the students will write about how conservation of water can be done their notebooks on their own. Map activity : They will mark some countries with the help of Atlas Africa, West Asia, South Asia, parts of western USA, north-west Mexico, parts of South America and entire Australia facing water scarcity.
Assessments	Oral Test (5 minutes)

DAY	Five
Objective	To understand the importance of natural vegetation and wildlife as a resources for human survival as well as maintain the quality of life.
Assessment of qualifying knowledge	Recapitulation of the previous day.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - various uses of forest. - steps taken by the Government to conserve natural vegetation and wildlife. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> Think globally as citizens of a large society and act locally to enhance problem solving through critical thinking for water conservation. The students will be able to develop the content through communication skills.
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 Anticipatory set : Facilitator will ask few questions to introduce the topic - Where do we get the raw material for the desks you are using? - Think of things that you can get from the forests.
Resources	Text Book: NCERT text book
Self Study, Home Work, Assignments	Closure- Summarization by students with the help of muddiest point Independent Practice- After discussion - All the students will write about how conservation of natural vegetation can be done on their own - Represent important National Parks and Wildlife Sanctuaries on a Political Map of India.
Assessments	Oral Test (5 minutes)