

CLASS – IX
LESSON PLAN OF GEOGRAPHY
Ch.2 PHYSICAL FEATURES OF INDIA

Unit	Physical features of India
Class Transaction	Total: 7periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. What are the main landforms which they see nearby? 2. What they know about interior of earth? 3. What do you mean by tectonic plates? 4. What are the major landforms of India and what are their main features.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Cycle
Objective	• To understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. DOL NO-1, 2,3
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • The different physiographical divisions of India. • The geological process involved in the formation of different physical features. • The concept of plate tectonic, continental drift and all related movements • The process of formation of different physiographic divisions. <u>SKILLS</u>- • Students will develop <i>citizenship</i> through understanding and appreciating the diversity in the land of the country with its underlying unity. • <i>Students would be able to enhance their creativity</i> by creating mind map for entire chapter. • Students would be able to enhance their <i>communication</i> skills by collaboration work
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Student – teacher interaction , Wipro-GOs.(web chart,flow chart and differentiation table, compare – contrast matrix), silent reading, collaborative learning, Hands on experiment, Experimental work DOL1,2,3

techniques, wherever applicable, and can use any other too.)	Active Learning • Topic- Theory of Plate tectonic (Competencies: Citizenship, collaboration) Theory of Plate Tectonics'. According to this theory, the crust upper part of the earth has been formed out of seven major and some minor plates. The movement of the plates results in the building up of stresses within the plates and the continental rocks above. Group Learning • Topic-The Himalayan Mountains (Competencies: Citizenship, collaboration) Groups will sit together and they will study the given physical features and they will collect the information on the following heads: location, formation, importance, division, economic activities, features. Analysis will be done by groups and by the teacher, followed by cross questioning. • Topic- The Northern Plains (Competencies: Citizenship, collaboration) Groups will sit together and they will study the given physical features and they will collect the information on the following heads: location, formation, importance, division, economic activities, features. Analysis will be done by groups and by the teacher, followed by cross questioning. • Topic- The Peninsular Plateau (Competencies: Citizenship, collaboration) Groups will sit together and they will study the given physical features and they will collect the information on the following heads: location, formation, importance, division, economic activities, features. Analysis will be done by groups and by the teacher, followed by cross questioning. Topic – The Indian desert, the coastal plains, the Islands Groups will sit together and they will study the given physical features and they will collect the information on the following heads: location, formation, importance, division, economic activities, features. Active learning will take place with the following strategy • Jig Saw- The class will be divided into various groups and each group comprises of six students. The topic of , Theory of Plate tectonic, The Himalayan Mountains The Northern Plains The Peninsular Plateau
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	The Indian desert, the coastal plains and the Islands will be assigned to each student in the group. Give students time to read their topic at least twice. Form temporary expert group by having one student from each jig saw group join other students who have been assigned the same topic. Give students in these expert groups time to discuss the main points of their topic and to rehearse the presentations they will make to their jigsaw group. Bring them back to their jigsaw groups where each student will again explain their topic and teacher can intervene if group is not going in right direction(Critical thinking, communication, collaboration and character) • Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. 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 Map work
Resources	Text Book: NCERT text book for geography
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.....3marks 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 ASSESSMENT20 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	Due to various social backgrounds and multiple intelligences, the classroom might

Classroom Diversity	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> • Some basic 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. Explain the theory of Plate Tectonics 2. What does convergent and divergent boundary mean ? 3. Name the island group which lies in south west direction. 4. What is Gondwanaland? Name the continents that were a part of it. 5. Distinguish between the Eastern Ghats and Western Ghats.

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-2: PHYSICAL FEATURES OF INDIA
SUBJECT : GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students will be able to understand the theory of plate tectonics
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The formation of physical features with the help of some theories based on certain evidences. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of plate movements, 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- DOL NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • How many layers are there in the earth? • Name the top most layer of the earth. • How many major and minor and major plates are there? • Discussion of topic through Collaborative Learning: 20 min <i>Group work by ZIG SAW and presentation .</i> Activity : Introduction of different physical features with the help of interactions with student through Brain storming’ and by asking questions based on their previous knowledge and formation of groups and assigning their topics. So that discussion of the topics (group wise) will take place with the help of Zig . saw. Class will be divided into six groups with equal number of students in each group. For ten mins students will sit together in their respective groups and study in collaboration . After ten mins students will change their groups and sit in another group to understand about other topics . After 10 mins again they will come in their original group and sit together to understand the topic of each other. 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	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	The concept of plate tectonics, how the movement of plates have led to the formation of Himalayas
Assessment of qualifying knowledge	Questions from previous class about market for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> location, formation, importance, division, economic activities, features of Himalayas. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate between different physical features, 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- DOL NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What is the location of Himalayas? • Why they are called young mountains? • Name some of the peaks of Himalayas. Topic The Himalayas (Competencies: Citizenship and collaboration) Students will be divided into 6 groups (6 x 5). Each group will study about the topic given. . Analysis will be done by 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 Geography

Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	The Northern plains To understand the process of formation, location, division and importance of northern plains.
Assessment of qualifying knowledge	Questions from previous class about globalization for whole class group.
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> the process of formation, location, division and importance of northern plains. SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate various type of landforms, 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- DOL NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What is the location of northern plains? - What is the process? Topic-The Northern Plains (Competencies: Citizenship, collaboration) Students will work in pair and discuss about the topic 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	Independent Practice: Students would do the given questions in their H.W
Assessments	Oral Test (5 minutes)

DAY	Four
Objective	The Peninsular plateaus To understand the process of formation, location, division and importance of peninsular plateaus.

Assessment of qualifying knowledge	Questions from previous class about liberalization policy for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The process of formation, location, division and importance of peninsular plateaus. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various type of physical features, 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- DOL NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic What is the location of the plateau region? Why most of the industries are located in the region? Topic- The Peninsular plateau • (Competencies: Citizenship, Critical thinking) Students will get aware through discussion about location, formation , importance and different economic activities. 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	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	FIVE
Objective	To understand the process of formation, location, division and importance of Indian desert and Coastal plains.
Assessment of qualifying knowledge	Questions from previous class for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • the process of formation, location, division and importance of Indian desert and Coastal plains.

	SKILLS and COMPETENCIES <i>Students would be able to differentiate various types of physical features, in collaboration with each other.</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 NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What is the process of formation? - What is the importance of these features? Topic- The Indian desert and Coastal plains (Competencies: Citizenship and collaboration) Students will work in group and discuss about the various attributes. 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	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)
DAY	SIX
Objective	To understand the process of formation, location, division and importance of Islands.
Assessment of qualifying knowledge	Questions from previous class for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - the process of formation, location, division and importance of Indian Islands SKILLS and COMPETENCIES <i>Students would be able to differentiate various types of physical features, in collaboration with each other.</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 NO-1, 2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What is the process of formation? - What is the importance of these features?

	• Topic- The Indian Islands (Competencies: Citizenship and collaboration) Students will work in group and discuss about the various attributes. They will understand the importance of both the island groups by studying the diversity of them. 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 Geography
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebook.
Assessments	Oral Test (5 minutes)