

CLASS – X
LESSON PLAN GEOGRAPHY
Ch.4 CLIMATE

Unit	Climate
Class Transaction	Total: 8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Difference between weather and climate 2. What kind of climate India is having 3. What are the various attributes of climate?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Plans
Objective	Students would be able to analyse wide range of topics related to climate of India
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> • To identify the various factors influencing the climate • The climatic variation of our country and its impact on the life of the people. • They will examine the physical factors which shape the climate of a place. • They will also understand the uniformity of laws of atmospheric science and at the same time unique results of such combination. • <u>SKILLS-</u> • Students will develop <i>citizenship</i> through identifying the various factors influencing the climate of India • <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 techniques, wherever applicable, and can use any	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 Active Learning RAFT: In this strategy students will take the role of someone or something related to the topic –Different seasons Hot weather season, Cold weather season, Advancing monsoon and Retreating monsoon. This strategy consists of four components R:Role of the writer, A: Audience, F:Format, T: Topic+ Strong verb

other too.)	For example R: Who are you (name of the season) A: Students (audience to whom information is to given) F: Format what are you telling about particular season in the form of letter or journal, T: Topic+ Strong verb , what are the peculiar features of the season This activity can be done in the form of group during the time of revision. Think pair and share : Students will sits together in groups and after explanation by teacher they will read the content and can share with each other. Group activity during lesson . Competencies: Creativity, communication and collaboration) The class will be divided into five groups and each group will be given topic Students will sit in the group and they will discuss about their topic and critically analyse the features and importance of their topic in collaboration . This will also develop communication skills . 1.Topic- Difference between weather and climate ,variations throughout India (Competencies: Citizenship and ,creativity, communication and collaboration) Students will discuss the difference between weather and climate .Climate refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years). Weather refers to the state of the atmosphere over an area at any point of time. The elements of weather and climate are the same, i.e. temperature, atmospheric pressure, wind, humidity and precipitation. 2.Topic The Hot Weather season and Students will discuss about ,the summer months experience rising temperature and falling air pressure in the northern part of the country. Towards the end of May, an elongated low-pressure area develops in the region extending from the Thar Desert in the northwest to Patna and Chotanagpur plateau in the east and southeast. Circulation of air begins to set in around this trough 3. The Cold Weather season (Competencies: Citizenship and ,creativity, communication and collaboration) Students will discuss about ,Cold weather season begins from mid-November in northern India and stays till February. December and January are the coldest months in the northern part of India. 4.Topic- The Onset of the Monsoon and Withdrawal (Competencies: Citizenship and ,creativity, communication and collaboration) Students will discuss about, The duration of the monsoon is between 100-120 days from early June to mid-September. The monsoon arrives at the southern tip of the Indian peninsula generally by the first week of June. Subsequently, it proceeds into two – the Arabian Sea branch and the Bay of Bengal branch. Withdrawal or the retreat of the monsoon is a more gradual process.
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	5.Topic Monsoon as a Unifying bond (Competencies: Citizenship and ,creativity, communication and collaboration) These monsoon winds bind the whole country by providing water to set the agricultural activities in motion. • 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. These topics will be explained by the teacher with the help of diagram and maps. Competencies : Critical thinking and problem solving By these topics students will critically understand the factors responsible for the phenomenon of Indian monsoon and how it effect economy of India. • Topic Factors affecting the climate of India • Pressure and winds, Jet streams Western cyclonic disturbances Students will get aware through discussion about • <i>Pressure and surface winds;</i> • <i>Upper air circulation; and</i> • <i>Western cyclonic disturbances and tropical cyclones.</i> • The Indian Monsoon, Southern Oscillation, El Nino 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 Matrix Flow charts
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.....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 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 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.Complete the table for Seasons on the following heads- Duration, Direction of winds ,Condition of temperature and pressure, Precipitation
	2.Differentiate between southwest and retreating monsoon season
	3.Give reasons- • In summer, the mercury occasionally touches 50 degrees in some parts of the Rajasthan desert ,whereas it may be around 20 degree in Pahalgam in J and K. • There is hardly any difference in day and night temperature in the Andaman and Nicobar islands or in Kerala.
	4. Discuss the factors affecting the climate of India.
	5. Give an account of Indian Monsoon

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-4: CLIMATE
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyse the difference between weather and climate
Assessment of qualifying knowledge	Questions from the topic for whole class group. 1. Do we have the same temp in morning and afternoon? 2. If you go Kanyakumari in the month of jan do you require woolens? 3. If you are residing near the base camp of Mt Everest , are you going to experience different temp in the month of june and jan ?
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <i>Wide range of topics related to climate of India which includes various concepts of climatology.</i> • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate and critically analyse the climate variations of our country and its impact on the life of the people, 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 • Difference between weather and climate. • What are the climatic variations throughout India Discussion of topic through Collaborative Learning: 15 min • Students will discuss difference between weather and climate. What are the climatic variations throughout India with the help of examples. 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	TWO
Objective	To understand what all factors which affect the climate of a place
Assessment of qualifying knowledge	Questions from previous class about the topic from the whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> How physical factors shape up the climate of a place <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate and critically analyse the climate variations of our country and its impact on the life of the people, 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 are the various factors which affect the climate of a place • Explain all of them with the help of examples. Topic- factors which affect the climate of a place (Competencies: Critical thinking and problem solving) Teacher will explain all the six factors which are responsible for the climate with the help of diagrams and map . Collaborative work: Think ,pair and share (Competencies : Collaborative. 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	Students would be able to analyse why do we have pressure belts on the surface of the earth and how does it affect the direction of the winds
Assessment of qualifying knowledge	Questions from previous class form the whole class group.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> why do we have pressure belts on the surface of the earth and how does it affect the direction of the winds Topic- Pressure and winds Jet streams Western cyclonic disturbances Collaborative work: Think ,pair and share (Competencies : Collaborative. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate and critically analyse the climate variations of our country and its impact on the life of the people, 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 air pressure? - How does it affects the direction of the winds? Teacher will explain how pressure belts and jet stream effect the climate of India. 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	FOUR
Objective	Students would be able to understand the various variations brought Jet streams and Western cyclonic disturbances
Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> the various variations brought Jet streams and Western cyclonic disturbances Collaborative work: Think ,pair and share (Competencies : Collaborative. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate and critically analyse the climate variations of our country and its impact

	on the life of the people, 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 • Explain the term Jet streams. • How sub tropical westerly effects the climate of india? • What are western cyclonic disturbances? Topic- Jet streams and Western cyclonic disturbances (Competencies: Citizenship, Collaboration and Critical thinking) Collaborative work: Think ,pair and share (Competencies : Collaborative. 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	FIVE
Objective	Students would be able to understand the process of Monsoon , Southern Oscillation, El Nino
Assessment of qualifying knowledge	Questions from previous class about the topic
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> the process of Monsoon , Southern Oscillation, El Nino Collaborative work: Think ,pair and share (Competencies : Collaborative. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate and critically analyse the climate variations of our country and its impact on the life of the people, 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 • Explain the mechanism of Indian monsoon. • How advancing and retreating monsoon are different from each other? • What is the effect of El nino on the Indian monsoon? • Topic- The Indian Monsoon, Southern Oscillation, El Nino (Competencies: Citizenship) Collaborative work: Think ,pair and share (Competencies : Collaborative. 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	SIX
Objective	Students would be able to understand the major seasons of India
Assessment of qualifying knowledge	Questions from previous class about the topic
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • The various features of cold weather season and hot weather season <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Differentiate and critically analyse the climate variations of our country and its impact on the life of the people, 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 • Explain the features of hot weather season and cold season

	Topic- The Hot Weather season and Cold weather season (Competencies: Citizenship) 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	EIGHT
Objective	Students would be able to understand the major seasons of India
Assessment of qualifying knowledge	Questions from previous class about the topic
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - How monsoon binds the country? <u>SKILLS and COMPETENCIES</u><i>Students would be able to differentiate and critically analyse the climate variations of our country and its impact on the life of the people, 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 Topic- Monsoon as a unifying bond (Competencies: Citizenship) 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)

