

CLASS – IX
LESSON PLAN GEOGRAPHY
Ch.6 POPULATION

Unit	Population (Geography)
Class Transaction	Total: 4periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Why is it important to study population? 2. What is census? 3. What are different methods to calculate population, employment?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. UT Cycle
Objective	• To analyse the uneven nature of population distribution and show concern about the large size of our population • To understand the various occupation of people and explain various factors of population change
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will learn about</i> • <i>The distribution and size of the population</i> • <i>Understand the occupational structure</i> • <i>Sex ratio</i> • <i>National Population policy</i> • <i>Literacy rate</i> • <i>Migration</i> <u>SKILLS-</u> • Students will critically think why we need to study population and its distribution. • <i>Students would be able to enhance their creativity by creating mind map for entire chapter.</i> • Students would be able to enhance their communication skills by doing group work on people of India.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	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 DOL1,2,3 Group learning- Questioning- <i>Pose, pause, pounce and bounce-</i> Teacher will prepare a list of question about the conservation of minerals resources and will ask these questions during discussions by posing the question to the entire class, pause for 30 seconds

applicable, and can use any other too.)	and then pounce the question and facilitator can bounce it as well to other students.. (Critical thinking, Communication) Demonstration- Marking of different states having high, low population density on political map of India. Think-pair -share-Students in group of two will read the topic again after teacher explanation, think for a minute and then discuss in pair. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Inside outside circle: This activity will take place for recap of previous class. Students will stand in two concentric circles with students facing each other. Students are paired up with someone directly across from them in the other circle. Pairs discuss questions and when the facilitator indicates to move on , the students in the outside circle take one step to the right and make new partners with the participate across from them in the inside circle . a new question is asked , and new partners discuss until the next time to move . when everyone has had a chance to talk to each person around the circle Active Learning • Topic- Population size and distribution (Competencies: Citizenship, Collaboration and Critical thinking) India's population as on March 2011 stood at 1,210.6 million, which account for 17.5 per cent of the world's population. These 1.21 billion people are unevenly distributed over our country's vast area of 3.28 million square km, which accounts for 2.4 per cent of the world's area . Group Learning • Topic-Population growth and population change Competencies: Citizenship, Collaboration and Critical thinking) Growth of population refers to the change in the number of inhabitants of a country/territory during a specific period of time, say during the last 10 years. Such a change can be expressed in two ways: in terms of absolute numbers and in terms of percentage change per year. • Topic- Age composition and sex ratio (Competencies: Citizenship, Collaboration and Critical thinking) Students The age composition of a population refers to the number of people in different age groups in a country. It Sex ratio is defined as the
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	number of females per 1000 males in the population. This information is an important social indicator to measure the extent of equality between males and females in a society at a given time. • Topic-Occupational structure and National Population policy 2000 Competencies: Citizenship, Collaboration and Critical thinking) The distribution of the population according to different types of occupation is referred to as the occupational structure The NPP 2000 provides a policy framework for imparting free and compulsory school education up to 14 years of age, reducing infant mortality rate to below 30 per 1000 live births, achieving universal immunisation of children against all vaccine preventable diseases etc. • 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 Web charts
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 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 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	- Discuss the factors responsible for uneven distribution of population in India - Distinguish between Birth rate and Death rate - How is migration a determinant factor of population change? - What is meant by occupational structure? Write its classification in detail. - Write down five features of National Population Policy 2000. What are the objectives of NPP 2000?

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-6 POPULATION
SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY	ONE
Objective	Students will understand the size and distribution of population in the world and

	in India
Assessment of qualifying knowledge	Questions from the whole class group related to population
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> the size and distribution of population in the world and in India <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate ,recognize and appreciate the interaction between people, places and environment 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-1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • Why population is important to study? • Why population is distributed unevenly? Discussion of topic through Collaborative Learning: 15 min 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	To understand India's population distribution by number and by density
Assessment of qualifying knowledge	Questions from previous class
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> India's population distribution by number and by density. <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate ,recognize and appreciate the interaction between people, places and environment in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned techniques,	Transaction would proceed in the following manner- DOL-1,2,3

wherever applicable, and can use any other too.)	Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What is Population density? • Name the state having highest and lowest density of population. • What are the factors responsible for the same? Topic- Size and distribution of population 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
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	To understand how birth rate , death rate and migration effects the population growth of a country.
Assessment of qualifying knowledge	Questions from previous class about globalization for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> The various factors responsible for population growth and population change Topic- population growth and population change <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate ,recognize and appreciate the interaction between people, places and environment 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-1,2,3 Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic Topic- population growth and population change 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	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	Three
Objective	To understand the reasons responsible for the various attributes of the population BR, DR etc
Assessment of qualifying knowledge	Questions from previous class .
Learning Outcomes	KNOWLEDGE- <i>Students will know</i> the reasons responsible for the various attributes of the population BR, DR etc SKILLS and COMPETENCIES <i>Students would be able to</i> differentiate ,recognize and appreciate the interaction between people, places and environment 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-1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - Express the meaning of birth rate and death rate. - How migration makes a difference? - Differentiate between internal migration and international migration. Topic- Population growth and change (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	Independent Practice: Students would do the given questions in their H.W. notebook
Assessments	Oral Test (5 minutes)

DAY	FOUR
Objective	To recognize the importance of family planning and how it improves individual health and welfare.

Assessment of qualifying knowledge	Questions from previous class .
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> recognize the importance of family planning and how it improves individual health • <u>SKILLS and COMPETENCIES</u><i>Students would be able to</i> differentiate ,recognize and appreciate the interaction between people, places and environment 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-1,2,3 Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic • What is NPP 2000? • Give some important features of it? • Topic-Occupational structure and population policy. 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)