GEOGRAPHY SYLLABUS: PLUS 2 / STANDARD XII

Unit	Expect learning Outcomes	Content	Transactional Strategy and Activity	Teaching Aids	Periods
I	Ability to understand and appreciate the relevance of water as a resource and how it is consolidate Learning the value and importance of water in a fast developing and fast growing world Learning about the quality Vs quantity debate and contribute to it	Water Matters Recap on water cycle and hydrosphere Value and importance of water, now and in the future Global water availability: quantity and quality	Teacher and students together recap on water resources from earlier classes Students discuss about freshwaters and salt/brackish water Map work in relation to locating areas of freshwater sources and discussion on measures of protection Class debates water crisis of the future	Blackboard Wall maps Charts and tables on water at global, regional levels Pictures of water resources in various regions Slides Searching web for date and materials	8
II	Ability to understand how problems of water emerge and why Learning about water scarcity and water pollution and their causes Appreciating water supply and demand and drinking water scarcity Ability to perceive how wastewaters cause land and water pollution and land degradation.	Problems of Water Scarcity and pollution Water supply and demand Water extraction and salt water intrusion Drinking water scarcity Wastewater treatment Land and water pollution Land degradation	Teacher explains the reasons behind water problems The class debates and deliberates on scarcity and water supply Assignments on methods of water extraction and salt water intrusion Group discussion on wastewaters Students are asked to collect Materials on wastewater treatment and the state of art of technologies in use Students discuss means of overcoming land and water pollution while the teacher moderates and guides Map work for mapping areas of freshwater and brackish water	Blackboard, Wall maps, Charts and tables on water problems at global, regional levels. Pictures of water problem areas in various regions. Slides Proverbs Searching web for data and materials	8
III	Ability to understand what is water ethics and water are the implications for water management Understanding the ways in which water is wasted and making	Water Ethics and Management Increasing water demand Decreasing water quality Water ethics and political gimmicks Water management	Explaining the meaning of water ethics and management Students discuss in groups the rudiments of an ethical situation in relation to water	Blackboard, Wall maps, Charts on water ethics at global, regional levels Pictures of water	8

	efforts towards			managemen t systems/dev ices in various regions Slides Proverbs Searching web for data and materials.	
	Ability to discern the notion and process of disasters and hazards, especially of natural causes Understanding how the disasters like the cyclones, floods and earthquakes affect human life, damage properties and cause deaths and suffering Understanding and appreciating how people cope with hazardous and disastrous events in their lives Learning how to safeguard people from the hazards and disasters	Natural Hazards and Disasters Hazardous- nature of natural events and disasters brought on by them to humanity Hazards and society Disasters and society Hazards and Disasters prevention and mitigation Anti-disaster planning	Teacher explains the differences between: hazards and disasters teacher asks students to write down their experiences with cyclones, heavy rains, floods and earthquakes Visits to hazardous and disastrous zones such as coastal area, flood prone and drought affected area to make observations and talk to people who experienced a hazard and/ or a disaster Visit town and country planning office to get materials on anti-disaster planning and efforts Students are assigned to work on one or two hazards and or two disasters to collect information and make presentations to the class	Blackboard Maps Charts and tables on disaster prone areas at global, regional levels Pictures of havocs caused in various regions Slides Searching web for data and materials Outdoors observation s.	8
V	Ability to grasp the stages of human evolution and dispersals from a cradle Ability to grasp how civilizations emerged from the groups of people occupying riverinie tracts and why Learning about the characteristics of the hearths of civilizations and the emergence of a	Human Evolution and Civilisations Human evolution in stages Human civilizations: hearths and cultural realms Poly-cultural world Gender in civilizations Ideas and tools	Teacher explains the evolution of human beings from pictures of the stages of evolution Reading research articles in the class for students to know the latest development Debate on 'Rivers as cradles of civilisation' by the students under the guidance and moderation of the teacher Explaining the notion of cultural pluralism and polyculture to students Students in groups collect information, descriptions	Blackboard, Maps, Charts and tables on human cultural hearths at global, regional level Pictures of civilizations of various regions Slides Searching web for data and	8

	polycultural world Learning about the position of gender in civilizations and how are they treated now Learning about the ideas and tools of several civilizations		on ideas and tools used by various civilizations such as those of the Egyptian, Mesopotamian, Sumerian and Indus Valley and exchange notes on them Assignments on other civilisation, for example, the Chinese Visit to an archaeological site for hands-on experience of civilisation if possible.	materials Outdoor observation s	
VI	Ability to understand the idea of an explosion in population and accompanying growth Ability to interpret the age-sex pyramids and how population growth can be gauged from the shapes of the pyramids Appreciating and apprising the ideas on population growth an expansion Comparing and contrasting ideas on population growth and doubling time using the theories of Malthus and Marx Ability to understand the meaning of the basic minimum needs.	Human Potential: Realities of population explosion Population growth and determinants, distribution Age-Sex pyramids Population controls Marx and Malthus on population Basic Minimum Needs	Teacher explains, using illustrative examples, the realities of population growth which is likened to an explosion Students are asked to review and appraise approaches to population control in India, as an example Assignments are given to students on population theories and basic minimum needs Discussion on doubling times, growth possibilities and constraints on control Visit to family welfare centre Lecture by an expert on population explosion	Blackboard Maps Charts and tables on population growth at global, regional levels Pyramids of various countries and regions Slides Searching web for data and materials Outdoor observation s	8
VII	Ability to differentiate crisis of identity and socio-economic crisis Learning about human feelings as to his own identity and crises Recognising and realizing the crises of	Identities and Crisis Human identities Human crises Food, energy, and social crises Overcoming crises Recycling society	Teacher explains that the human identity is his habitat Students discuss why resources conservation and wild life preservation are important for human survival Collection of pictures that manifest human identities	Blackboard Maps Charts and tables on human habitats at global, regional levels Pictures of wild life in	8

	several decades and current economic crisis Understanding how diversity is destroyed and the need to improve diversity for survival Learning about the recycling processes and the need also to conserve resources		Discussion on what makes a crisis and how a crisis can be overcome Students take assignments on food, energy and social crises Scrapbook is prepared by collecting animals in their habitats	their habitats in various regions Slides Searching web for data and materials Outdoor observation s	
VIII	Understanding the importance of family and health of the family Learning about the population planning and family welfare programmes, in India and abroad Learning and evaluating vector borne diseases and such fatal diseases as AIDS, TB and cancer Learning what geography of health, entomology and epidermiology are in relation to diseases and health	Health and Family welfare Family welfare and population planning water and health water supply and sanitation Water – based, related and water-borne diseases HIV/AIDS, TB and Cancer Geography of health Entomology and epidermiology	Teacher introduces the notions of family and health and students take on from there to debate on the efforts of the government, communities and individuals Class discusses water and health, leading them to water-borne diseases	Blackboard Charts and tables on health and family welfare at global, regional levels Pictures of people affected by various diseases in different regions Slides	8
IX	Ability to understand natural, socio-economic and other global changes that occur Ability to recognize and realise what might happen due to greenhouse effect and global warming Ability to recognize and realise what might happen socio-economically through processes such as globalisation,	Global change Natural change, Greenhouse effect, Global warming Socio-Economic Globalisation, Liberalisation, Informatisation, Individualisation	Teacher explains what is meant by the words global change and give the students source books, references, and reports Class discusses global change as each one of them sees and gathers information to substantiate their view points Class is asked to write about causes of global warming and how to overcome problems arising out of it Lecture by an expert economist on	Blackboard Charts and tables on global changes and regional consequenc es Pictures of people protesting against globalisation and multinationa l corporation in different countries	8

	liberalisation, informatisation and individualization Learning about the fact that capitalism has taken away alternatives like socialism and communism and that all is not well with the world because of globalisation and liberalisation Learning about the importance of informatisation and individualisation		globalisation, liberalisation and their consequences Debate on the process of informatisation Teacher speaks to students about the process of individualization Students collect reports on global changes and make a scrapbook for use by the class	Slides Searching web for data and materials	
X	Ability to understand and share the distress of the world Learning why there are inequalities and understand the divisions Learning what stands in the way of creating a stable world Recognising and understanding the emerging inequalities due to levels of varying economic development Recognise and realise the meanings of first, second and third worlds	The World in Distress The unequal world The stable world The divisions Economic development and Emerging inequalities First, second and Third Worlds	Teacher explains how and why of the developing and the developed worlds Teacher explains about the meaning of development, underdevelopment, and undevelopment Discussion on the quality of life and standard of living in several countries, especially India and United States of America to contrast Explaining the idea of core-peripheries development Students are asked to make a list of the developing countries in the order of their development Students are asked to use the World Bank Report / World development Report to generate a report on the levels of development	Blackboard Charts and tables on inequalities between countries Pictures of people from first, second and third worlds Slides Searching web for data and materials	
XI	Ability to learn and understand the need to have one world – all the world as one entity Recognising and realizing the several	Towards One World The World in stress Disaster dilemmas North-South dilemma Poverty-Hunger dilemma Nuclear dilemma	Teacher introduces the concept of one world and induces learn a different set of books and subjects Debate on international and local dilemmas Students are asked to prepare a scrapbook in	Blackboard Charts on dilemmas in countries Pictures of disasters, poverty and terror	8

	dilemmas that haunt the world Learning individually about the many dilemmas: disasters, north-south, poverty-hunger, nuclear and terror. Recognising the fact that unless the dilemmas are resolved, the concept of one world will remain a dream of several millions of people who crave for it Learning to create one dominant world so that everything is embedded in it	Terror dilemma How to create one world amidst dilemmas	which the war related news clippings and photographs are stuck Debate on whether or not nuclear option must be exercised in war, by the classroom Discussion among students guided by teacher as to what kind of world	Slides Searching web for data and materials CDs on dilemmas	
XII	Ability to grasp the meaning of sustainable development Understanding how the world can be made a sustainable world Learning about the initiatives for sustainable development in the developing and developed world Learning how development in different sectors can be sustained and what needs to be done to do that Learning about Agenda 21 and how is it being implemented in various countries Recognising and appreciating the	The sustainable world Sustainable development First World and sustainable Development Third world and sustainable development Agenda 21 Initiatives Traditional knowledge and Sustainable Development Participatory management Management transfers	Teacher speaks from her knowledge what a sustainable world could be and how it could be achieved Students debate in groups what Agenda 21 is and what does it contain Discussion on how local community can be sustained, given constraints Students prepare a note on sustainable development initiatives in a developed country Fieldwork to collect biotic, technical and cultural knowledge, traditional with the local community Roundtable discussion in the classroom as to what constitutes participatory management.	Blackboard Charts on Agenda 21, sustainable development Photographs to show initiatives in sustainable development Slides Searching web for data and materials.	8

	value of traditional knowledge and means of reviving it Learning how participatory management and management transfers could be useful in development.				
XIII	Ability to understand what information management means and how it can be done. Recognising internet as one source of data and information on a variety of topics Learning about developments such as email, faxes and information superhighway. Learning what is happening around the world that makes us realise there are knowledge markets which need to be managed properly.	Information Management Data, information explosion Internet, Intranet and Extranet Electronic mails and faxes Cyberspace management Knowledge markets and management	Teacher speaks from her knowledge about IT and information management for development purposes Students learn on their own what are internet, intranet and extranet and what are their uses Discussion on what makes knowledge and how is it marketed around the world in the information era. Visit to a browsing centre, if available nearby Visit to computer lab at the school to learn more about information technology.	Blackboard Charts and photographs of cyberspace Charts showing the working of internet Pictures of IT equipment Web search for IT related materials.	8
XIV	Ability to understand technological capabilities within geography, through such tools as GIS and GPS Ability to construct databases which could be of vector and raster variety Learning the rudiments of RDBMS and its use in GIS Learning how certain data can be generated using GPS Learning different	Geographical Information Systems and Global Positioning System Spatial, a spatial databases Relational database management systems (RDBMS) Vector, Raster GIS Integrated GIS GPS	Teacher explains what constitutes a GIS and how it is an enabling technology Teacher talks to students about GPS from her own knowledge Students discuss structures of different kinds of data and the usefulness of RDBMS Visit to an organisation, government or private which uses GIS and GPS	Blackboard Charts on GIS, GPS and photographs showing digitizing table, computer systems implemente d with GIS Charts showing the working of GIS, GPS Web search for GIS, GPS related materials	8

	kinds of GIS				
XV	Ability to understand how spatial analysis is done Learning to differentiate statistical analysis from spatial analysis Learning to draw maps using techniques such as mean centre, standard distance and shape in dices	Spatial Analysis Maps and map analysis Mean centre Standard distance Shape indices	Teacher explains and demonstratively computers mean centre, standard distance and shape Indices in the classroom Students follow on and work out the sums and draw maps for record Students take home work to fair copy the maps and diagrams	Blackboard Record notebook Precision instruments Paper, pencil and erasers Tracing paper Graph paper	12
XVI	Ability to draw a number of different diagrams by way of learning to represent data Learning about the density gradients, age-sex pyramids, rank size rule Learning to draw contour diagrams and cross sections	Diagrams Density gradients Age-sex pyramids Rank-size rule Contour diagrams on rapid, waterfall, valleys, plateaus, dissected plateau and passes	Teacher explains about diagrams and their uses in geographical analysis and interpretation Students do their practicals in their lab/ classroom as the teacher shows on the blackboard the methods of calculations and drawing.	Blackboard Record notebook Precision instruments Paper, pencil and erasers Tracing paper Graph paper	10
XVII	Ability to grasp the importance of field on physical environment Learning the different ways in which fieldwork can be done for different purposes Learning to conduct field work on mountains, rivers and coastal tracts	Fieldwork: Physical Environment A study of mountainous country: Bhutan A walk along a River: A coastal area study.	Teacher speaks extensively on fieldwork for physical environment Students actually plan for fieldwork keeping in view what are the focuses of the lesson Discussion on previous field trips and reports and photographs	Blackboard Record notebook Precision instruments Paper, pencil and erasers Previous fieldwork reports	8
XVIII	Ability to grasp the importance of field on human environment Learning the different ways in which fieldwork can be done for different purposes Learning to conduct fieldwork on women	Fieldwork: human Environment Women in agriculture in Kollhills Traditional knowledge in practice in Kollihills Water supply, health and sanitation in Theni villages.	Teacher speaks extensively on fieldwork for human environment Students actually plan for fieldwork keeping in view what are the focuses of the lesson Discussion on previous field trips and reports and photographs	Blackboard Record notebook Field work equipment Paper, pencil and erasers Previous fieldwork reports	8

	in agriculture, traditional knowledge extraction, water supply, health and sanitation related problems				

Note: Two of the seven periods a week will be spent on practicals, and the rest given over to theory / class teaching. At least ten exercises in each of the two units of the practicals (XV and XVI) must be done by the class. The units of practicals XIII, XIV, XVII and XVII and XVIII must be taught more carefully as they are on the latest technologies in use in geography and on ways of doing fieldwork on a variety of topics. Expert help may be sought to do that.