GEOGRAPHY SYLLABUS: STANDARD VIII

Approach to Teaching Geography. The syllabus for Standard VIII consists of 12 units. Keeping in view that the students have learned adequately of materials considered pre-requisite, the syllabus is a bit large and provides for an understanding of lithosphere and hydrosphere. The approach suggested is both generic and specific. It is generic in the sense of the scientific content of the syllabus and the need to teach the content appropriately. It is specific because it relates to basics of lithosphere and hydrosphere. With this syllabus, the students will have learned all of the physical bases of geography through Standards VI to VIII. So far, the approach to syllabus making has also been that of forward moving cyclic process, progressing, recaping and moving forward in learning.

Unit	Expected Learning Outcomes	Content	Transactional Strategy and Activity	Teaching Aids	# Periods
I	i) Ability to appreciate the structure of the earth as well as the mineral core ii) Learning about the temperatures at various depths iii) Learning about the pressure differences in the interior of the earth	Earth - Structure of earth Earth's crust Earth's interior Earth's core	Classroom activity: Explaining the interior, crust and core of the earth using models Making students draw diagrams of the interior Group discussion of mineralisation process and mineral content of the earth Discussion on recent findings about the earth's interior Home activity: Students build models of the earth's interior and layers Collecting pictures of the interior for a scrapbook	Blackboard Chart papers 3D pictures or block diagrams Models Newspaper clippings	5
II	i) Ability to understand why earth moves ii) Learning about internal and external processes iii) Learning about the drift and a various periods of earth's history iv) Learning about the mountain building and emergent and	Earth Movements Continental drift Orogenic processes Folds and faults	Classroom activity: Explaining the internal and external movement processes and reasons why they happen Making students build models of continents at various geological periods, folds and faults Using model clay to practice	Blackboard Wall hangs of pictures and drawings 3D pictures and block diagrams Models	5

	submergent processes v) Learning how folds and faults are formed		making models Group discussion on folds and faults and forces behind them Discussion on the future of continental drift and what will happen Outdoor/Home activity: Students collect reports from newspapers, magazines and journals, wherever possible	Model clay Chart papers Newspaper clippings Websites and browsing for materials	
III	i) Ability to understand why volcanic activity occurs where they do ii) Learning about volcanoes in various continents and countries, active as well as dormant iii) Learning about the ability of volcanoes to build mountains / hills and other landscapes iv) Learning about the different types of craters in the world	Volcanoes Conical, volcanic mountains / hills Lava plateaus Craters	Classroom activity: Making models to explain the shape and structures of the volcanic features Showing pictures / video clippings of volcanic activity Getting experts to speak to students Marking volcanic areas on maps, focusing on active volcanoes Discussion on Deccan plateau as lava plateau and relating lava with black cotton soils Outdoor / Home activity: Collecting pictures of volcanoes, recent ones Visits to places of volcanic activity, if possible Making a list of volcanoes	Blackboard Wall hangs of pictures and drawings 3D pictures and block diagrams Models Model clay Chart papers Newspaper clippings Websites and browsing for materials	5
IV	i) Ability to understand the forces causing earthquakes and landslides ii) Learning about the constructive and destructive nature of the earthquakes	Earthquakes Causes / Forces of Earthquakes Landslides Internal and external forces	Classroom activity: Students are informed about recent earthquakes in India and are asked to collect reports on them Group discussion on 'what to do' when earthquakes strike	Blackboard Pictures Chart papers Newspaper clippings Websites and	5

	iii) iv) v)	Learning 'what to do' while earthquake occurs - safety procedures Learning about the epicentre, long and short waves and how they travel Learning how the waves travelling through the interior of the earth give away information about the materials the interior is made of		Discussion on destructive nature of landslides and earthquakes Explaining the destruction using colour photographs of recent events and making students discuss consequences Showing demonstratively what happens when a stone is removed from a heap of stone Mapping areas of earthquake and land slide activities Making a list of earthquakes in India Outdoor / Home activity: Meeting people who have experienced earthquakes Collecting information on very destructive and least destructive earthquakes	browsing for materials	
V	i) ii) iii) iv) v) vi)	Ability to understand how are rocks formed and changed Learning about the processes of sedimentation and metamorphism Learning to differentiate rocks on the basis of their origin Learning about the importance of rocks, especially granites and marbles Learning about the rocks and associated minerals Learning protective and conservation measures for rocks	Rocks Igneous rocks Sedimentary rocks Metamorphic rocks	Classroom activity: Explaining the rock types using rocks Discussion on sedimentation and metamorphism as problems and prospects Outdoor / Home based activities: Visit to hill areas to make rock collection and to identify the nature and characteristics of rocks there	Blackboard 3D pictures Chart papers Rock exhibits Newspaper clippings Websites and browsing for materials	4

VI	i) ii) iii) iv) v)	Ability to see the logic behind or rationale about the normal cycle of erosion Learning about the work of rivers with examples from Indian rivers Learning about the ability of the rivers to erode, transport, deposit and at the same time useful to people Learning about the state of the rivers at present, especially how they are polluted Learning about the 'cleaning of rivers' and the need to protect and conserve	Normal cycle of erosion Rivers Stages of a river Erosion, Transport and Deposition	Classroom activity: Teacher speaks on the usefulness of rivers and rivers as tracts of civilisations Discussion on the sacred rivers and why they are sacred Students speak on various Indian rivers as they have learned about them or seen and experience them Building model of different stages of rivers Outdoor activity: Walk along a river for direct observation of erosion, transport and deposition and different stages Making a list of Indian rivers and listing their characteristics	Blackboard 3D pictures and block diagrams Models Model clay Chart papers Newspaper clippings Websites and browsing for materials	6
VII	i) ii) iii) iv)	Ability to understand and appreciate the process of underground water Learning about the landforms created by the underground water Learning about the usefulness of underground water and the need to sustain it for use Learning the methods of improving groundwater and conserving it for economic purposes	Surface and Groundwater Works of groundwater Aquifers and their characteristics Scarcity of groundwater and Lowering of water table Exploitation of groundwater and accompanying problems	Classroom activity: Teachers speak about the principle of infiltration through the layers of soil/rock, demonstratively with soil layers or water filters Sessions with students drawing the landforms of underground water Arrange for a lecture with an engineer from public works department on the work of the government Outdoor / Home activity: Students are asked to observe the water table in the wells in the village before and after rains Visit PWD offices to collect data on groundwater quantities and	Blackboard 3D pictures Chart papers Newspaper clippings Websites and browsing for materials	5

		qualities and studies made on the local area Observing wells for a week to make notes on the drawal and recuperation			
VIII	i) Learning how the glaciers are formed ii) Learning about snow-clad mountains and polar capes which are sources of glaciers iii) Learning about the action of glaciers and the landforms from erosional and depositional features	Glaciers and their actions Types of glaciers Landforms	Classroom activity: Illustratively explain the formation of glaciers using photographs Teachers guide students discuss the role of glaciers in creating landforms Home activity: Students are asked to collect materials and pictures on glaciated areas Make out a list of the glacial and inter-glacial periods	Blackboard 3D pictures and block diagrams Models Chart papers Newspaper clippings Websites and browsing for materials	5
IX	i) Learning how waves in the seas and oceans are formed ii) Learning how waves make landforms iii) Learning how anthropogenic activities cause coastal erosion iv) Learning measures of conservation	Sea waves and wave action Landforms	Classroom activity: Teachers speak to students about the landforms using pictures collected from books, magazines Students are asked to discuss the usefulness of the seas and waves, especially for economic exploitation Outdoor activity: Visit to a coastal area for observing landforms and other features Discussion on waves while visiting	Blackboard Pictures Chart papers Newspaper clippings Websites and browsing for materials	4
X	i) Learning how winds are formed ii) Learning how winds create landforms iii) Learning to appreciate the process of desertification	Winds - Aeolian cycle of erosion Landforms	Classroom activity: Teachers and students discuss the process of desertification and wind activity in deserts Students are asked to discuss how	Blackboard Pictures Chart papers Newspaper clippings	4

	iv)	Learning to differentiate arid and semi-arid areas using criteria		dunes are formed and the various shapes dunes have Homework: Students collect pictures from deserts, of landforms, water sources, oases, and people	Websites and browsing for materials	
XI	i) ii) iii) iv)	Ability to understand and differentiate oceans and seas and how they are formed Learning about landforms beneath the waters and their economic significance Learning how ocean waters are heated and temperatures vary between latitudes and depths Learning about the salinity of oceans and about Dead Sea	Oceans and seas Continental shelf, slope and abyssal plains Physical characteristics of ocean waters Salinity	Classroom activity: Using maps, students are asked to identify oceans and seas Teachers speak of the usefulness of oceans and seas, especially their economic potential Discussion on the special features of Dead Sea Homework: Students write essays on each of the oceans and seas and exchange materials among themselves	Blackboard Pictures Chart papers Newspaper clippings Websites and browsing for materials	4
XII	i) ii)	Ability to grasp the forces that cause ocean currents and the usefulness of the currents Learning about the corals in terms of fringe and barrier reefs and atoll	Ocean Currents Coral Reefs	Classroom activity: Explaining the forces behind ocean currents and how they work, using the world map Teachers speak about specific currents and their impacts on coasts and human lives Outdoor activity: Students are taken to a coast where corals may be collected, if possible	Blackboard Pictures Chart papers Newspaper clippings Websites and browsing for materials	4

Note: Each unit will form the basis of a lesson and the length of the text will be determined by the hours available for teaching the unit. Twelve of the 68 periods available will be used for revision of the subject before the quarterly, half yearly and annual examinations (4 periods each).