

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

<b>SEMESTER</b>	<b>DURATION 55 MINUTES PER SESSION/4 SESSION PER WEEK</b>	<b>UNIT TITLE</b>	<b>UNIT TOPICS</b>	<b>SPECIFIC OBJECTIVES</b>	<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT</b>
<b>MONTH/DATE SEPTEMBER- DECEMBER</b>	<b>WEEKS/HRS</b>		<b>Lesson plan topics</b>	<b>Students should be able to:</b>	<b>Varied depending on teacher</b>	<b>Six Standard grades*</b>
September 20-30	2 weeks	Global heat budget, including long and shortwave radiation and albedo	Weather, Climate, Layers of the Atmosphere and their characteristics, Long and shortwave radiation	<ol style="list-style-type: none"> <li>1. Distinguish between Weather and Climate</li> <li>2. Draw and identify Layers of the atmosphere and describe the Atmospheric Composition</li> <li>3. Distinguish between Long and short wave radiation</li> <li>4. Evaluate Albedo and its effect on surface climate</li> <li>5. Describe the Global heat budget</li> <li>6. Discuss Factors affecting temperature</li> </ol>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Watch videos/ documentaries.</li> <li>• Creative presentations</li> <li>• Class presentations</li> <li>• Class readings</li> <li>• Creation of a glossary</li> </ul>	
September 20-30	2 weeks	Economic Activities	Primary, Secondary, Tertiary, Quaternary and Quinary, Economic Activity, globalization and deindustrialization	<ol style="list-style-type: none"> <li>1. Define primary, secondary , tertiary, quaternary and quinary economic activity, globalization and deindustrialization</li> <li>2. Identify characteristics of each type of economic activities and give examples of each</li> <li>3. Explain the changes in the relative importance of the types of economic activities</li> <li>4. Discuss the reasons for these</li> </ol>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Watch videos/ documentaries.</li> <li>• Creative presentations</li> <li>• Class presentations</li> <li>• Creation of a glossary</li> <li>• Class readings</li> </ul>	

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

September 20-30	2 weeks	Development and Underdevelopment	Development, underdevelopment, indicators and non-indicators of development	<p>changes and identify the changes</p> <p>5. Explain how the changes in the roles of the different types of economic activities have affected economic development</p> <p>6. Describe the factors contributing to the location of different sectors</p> <p>7. Outline the cost and benefits of deindustrialization</p> <p>1. Definition of development, underdevelopment, human development and Sustainable Development</p> <p>2. Identify and describe the economic and non-economic indicators of development</p> <p>3. Describe the strengths, weaknesses of economic and non-economic indicators of development</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Watch videos/documentaries.</li> <li>• Creative presentations</li> <li>• Class presentations</li> <li>• Creation of a glossary</li> <li>• Class readings</li> </ul>	
October 1-13	2 weeks	Atmospheric Motion	Coriolis Effect, Jet Stream, Atmospheric Circulation, Rossby Waves	<p>1. Describe the Coriolis force and its effects</p> <p>2. Discuss Factors influencing atmospheric circulation</p> <p>3. Describe Vertical and horizontal patterns of temperature and pressure</p> <p>4. State the Characteristics of jet streams</p> <p>5. Explain how jet streams affect surface and upper-level wind</p>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Watch videos/documentaries.</li> <li>• Creative presentations</li> <li>• Class presentations</li> <li>• Creation of a glossary</li> <li>• Class readings</li> </ul> <ul style="list-style-type: none"> <li>• Group work</li> <li>• Watch videos/documentaries.</li> </ul>	

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

October 1- 15	3 weeks	Agriculture		<p>circulation</p> <p>6. Describe the Characteristics of Rossby waves</p> <p>7. Discuss how Rossby waves affect surface and upper wind circulation</p> <p>1. Define the term agriculture</p> <p>2. Explain the importance of agriculture</p> <p>3. Explain the factors influencing the types and organization of modern farming ( arable , livestock) in a developing country and the European union ( use case studies to highlight differences)</p> <p>4. Examine Traditional (plantation, commercial and non-commercial small farming) and non-traditional agriculture (including aquaculture, agroforestry, horticulture, hydroponics, factory farming, and dry farming-examine case studies-and any other ) in the Caribbean and European countries.</p> <p>5. Identify and explain the differences between traditional and non-traditional agriculture</p> <p>6. Discuss the environmental, economic, cultural and political factors which influence farming in the Caribbean and the European Union (for example, transnational trading</p>	<ul style="list-style-type: none"> <li>• Creative presentations</li> <li>• Class presentations</li> <li>• Creation of a glossary</li> <li>• Class readings</li> </ul>	
---------------	---------	-------------	--	---	---	--

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

October 4-8	1 week			<p>blocs, government policies, changes in trading agreements-preferential trade agreement)</p> <p>7. Identify areas which have diversified in agriculture and explain how this has influenced economic development</p> <p>8. Evaluate the Green Revolution</p> <p>9. Evaluate the environmental impact of and environmental conflicts arising from agriculture in MDCs and LDCs</p>		
October 4-8	1 week	Development	Factors promoting disparities in Development	<p>1. Social, economic and physical factors promoting and hindering development</p>		
October 19-22	1 weeks	Lapse Rate		<p>1. Define the term Lapse rate</p> <p>2. Discuss How lapse rate affects climatic conditions</p> <p>3. Describe Atmospheric stability, instability and conditional instability</p>		
October 19-22	1 weeks	Agricultural Theory	Von Thunen	<p>1. Explain the assumptions on which Von Thunen made his theory</p> <p>2. Explain Von Thunen's land use model</p> <p>3. Critique Von Thunen's model and</p>		

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

October 21	2 weeks	Global Disparities in development	Poverty, Life Expectancy, Education, Gender	<p>explain the limitations of the model</p> <p>4. Describe how the model can be applied at both the local and international scales.</p> <p>5. Calculate Locational rent and draw graphs to show net profits based on Von thunen's model</p> <p>1. Define the term poverty (types of poverty), life expectancy and gender.</p> <p>2. Assess global disparities in income, poverty, life expectancy and education, including gender disparities (both in LEDC's and MEDC'S).</p>		
November 1-12	3 weeks		Atmospheric Motion	<p>1 Describe the effects of the changes in atmospheric humidity</p> <p>2. Explain the process of condensation</p> <p>3. Describe the different Types of precipitation</p> <p>4. Explain the Mechanisms of raindrop formation (Bergeron Fiendeson and collision coalescence)</p> <p>5. Describe the different types of rainfall</p> <p>6. Explain the Formation of different types of precipitation</p>		
			Theories of Industrial location	<p>1. Describe the potential impact of climate change on farming systems in LDCs-( pay attention to how climate</p>		

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

			<p align="center">Development Models/Theories</p>	<p>change has changed agricultural practices, discuss the rate at which agriculture is changing and the way in which it has affected type of crops, diseases, and quality and quantity)</p> <ol style="list-style-type: none"> <li>2. Explain weber's theory of industrial location by stating his assumptions and main ideas</li> <li>3. Critique Weber's model and its applicability to contemporary societies</li> <li>4. Explain David Smith's model of industrial location</li> <li>5. Critique Smith's Model</li> <li>6. Explain and describe the differences between both model</li> <li>7. Draw diagrams as they relate to Weber and Smith models</li> </ol> <ol style="list-style-type: none"> <li>1. Rostow's model, Colonialism, Dependency model and their utility in explaining disparities in development between Britain and the Caribbean. 4. For all models, discuss the characteristics, assumptions, criticisms and applicability of the model.</li> <li>2. Colonialism- look at the effects on spatial development in the Caribbean (opening effects of plantations, establishment of towns and the growth of mining centres)</li> <li>3. Discuss some post-colonial</li> </ol>		
--	--	--	---	--	--	--



**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

November 15-26	2 week		Meso and Micro Climate (Module 1)	<ul style="list-style-type: none"> <li>i. Effect of Land and sea breeze on local climate</li> <li>ii. Effect of Mountain and valley winds on local climate</li> <li>iii. Effect of Fohns on local climate</li> <li>iv. Define the term Micro-climate</li> <li>v. Concept of urban heat islands</li> <li>vi. Microclimate of urban, rural, mountain and forested areas.</li> </ul>		
November 15-26	2 week		Climate Change (Module 1)			
			Biogeography (Module 1)			



**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

			<p>Theory of Industrial Location (Module 2)</p> <p>(Module 2)</p>	<ul style="list-style-type: none"> <li>viii. Case study on global warming ( Papua New Guinea)</li> <li>i. Define biogeography and key terms associated with biogeography</li> <li>ii. Difference between primary and secondary succession</li> <li>iii. Types of vegetation succession</li> <li>iv. Factors influencing biome</li> <li>v. Nutrient cycles</li>   <li>i. Distribution and characteristic of tropical rainforest, tropical grasslands, temperate grasslands and northern coniferous forests.</li> <li>ii. Relationship between vegetation types and climate and human factors</li> <li>iii. Opportunities and problems associated with the development of the tropical rain forests.</li> <li>iv. Variations in vegetation in response to differences in rock type, altitude, slope angle and drainage in a local area.</li> <li>v. Vegetation studies using quadrats and transects</li>   <li>i. Nature and Properties of soil</li> <li>ii. Processes of soil formation, including weathering, leaching</li> <li>iii. The interrelationships among parent rock, climate vegetation,</li> </ul>		
--	--	--	---	---	--	--

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

			<p>Tourism</p>	<p>topography, human activity and time on soil formation</p> <p>iv. The formation of soil types which develop under tropical rainforest and temperate grasslands.</p> <p>v. Study of soil horizon</p> <p>vi. Soil erosion and conservation</p> <p>1. Describe the potential impact of climate change on farming systems in LDCs - (pay attention to how climate change has changed agricultural practices, discuss the rate at which agriculture is changing and the way in which it has affected type of crops, diseases, and quality and quantity)</p> <p>2. Explain Weber's theory of industrial location by stating his assumptions and main ideas</p> <p>3. Critique Weber's model and its applicability to contemporary</p> <p>4. Explain David Smith's model of industrial location</p> <p>5. Critique Smith's Model</p> <p>6. Explain and describe the differences between both model</p> <p>7. Draw diagrams as they relate to Weber and Smith models</p> <p>1. Explain how the development of high technology industries altered and complicates the process of identifying factors influencing location of industries</p>		
--	--	--	----------------	--	--	--

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT  
GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

			<p>Regional Disparities in Development (Module 3)</p> <p>Local Disparities in Development (Module 3)</p> <p>Measures to overcome Disparities (Module 3)</p>	<p>2. Examine the factors responsible for development and change in a major industrial region in an MDC – Rhur (see syllabus for factors)</p> <p>3. Examine a case study of industrial change in an LDC. (India/ Brazil)</p> <p>4. Evaluate the Approaches to ( strategies taken to achieve industrialization in the Caribbean- give specific examples )and problems of industrial development in the Caribbean. (e.g. Import Substitution/Industrialization by invitation)</p> <p>5. Evaluate economic and social characteristics of informal sector</p> <p>6. Discuss the environmental impact of industrial development in MDCs and LDCs. focus on Case Studies</p> <p>1. Explain how the development of high technology industries altered and complicates the process of identifying factors influencing location of industries</p> <p>2. Examine the factors responsible for development and change in a major industrial region in an MDC - Rhur(see syllabus for factors)</p> <p>3. Examine a case study of industrial change in an LDC. (India/ Brazil)</p> <p>4. Evaluate the Approaches to ( strategies taken to achieve</p>		
--	--	--	---	---	--	--

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT**  
**GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

				<p>industrialization in the Caribbean- give specific examples )and problems of industrial development in the Caribbean. (e.g. Import Substitution/Industrialization by invitation)</p> <p>5.Evaluate economic and social characteristics of informal sector</p> <p>6.Discuss the environmental impact of industrial development in MDCs and LDCs. focus on Case Studies</p> <ol style="list-style-type: none"> <li>1. Myrdal’s cumulative causation model.</li> <li>2. The application of Myrdal’s cumulative causation model to an understanding of regional disparities in income, poverty or health in a specific country. (Malaysia and Brazil)</li> <li>3. Apply Spearman’s rank correlation coefficient to measure disparities.</li> </ol> <ol style="list-style-type: none"> <li>1. Friedman’s core-periphery model.</li> <li>2. The application of Friedman’s core-periphery model to an understanding of urban-rural disparities in levels of economic development within a specific country.</li> <li>3. Apply Spearman’s rank correlation coefficient to measure disparities.</li> <li>4. Discuss 4 reasons, spatial equity as a regional development objective is</li> </ol>		
--	--	--	--	---	--	--

**IMMACULATE CONCEPTION HUMANITIES DEPARTMENT**  
**GRADE 12/13 CAPE GEOGRAPHY UNIT 2 CURRICULUM GUIDE**

				<p>important.</p> <p>5. Assess CARICOM and the role it plays in reducing spatial disparities within and among Caribbean-countries.</p> <p>1. Aid-forms or types, global patterns (donors, recipients), impact, effectiveness, conditionality.</p> <p>2. Debt relief.</p> <p>3. Appropriate Technology</p>		
--	--	--	--	---	--	--