

Geography

Immaculate Conception High School

Lecturer: Sadieki Pitter

Grade 10 - Geography Term 3

Class Organization:

- Each grade 10 class has three (3) scheduled contact periods each week for geography- 2 double sessions (1 hr & 10 mins. Each) and a single session (35 mins)
- Physical and Human Geography is covered during a double period.
- Mapwork geography is covered during the single period.

Grade 10 Syllabus 2019-2020 – modifications by topic TERM 3

TOPIC/CONTENT	TIME	OBJECTIVES	TEACHING/LEARNING ACTIVITIES	Assessment
Weather Systems	3 weeks	<ul style="list-style-type: none">- Hurricanes, Cold Fronts, Easterly Waves weather conditions associated with system (before, during and after)- Anticyclones & I.T.C.Z- Location of each system in the Caribbean	https://www.youtube.com/watch?v=E-5rieCUPuc – Pressure and Fronts	Formative Assessment: Graded Digital Online Presentation

<p>Global Warming</p>	<p>2 weeks</p>	<p>- Characteristics and associated weather conditions as each systems passes through the Caribbean</p> <p>Natural disaster – effects of Hurricanes on the physical and human landscapes, especially in areas of high population density.</p> <p>(a) Areas in Caribbean countries at high risk from hurricanes</p> <p>(b) The effects of hurricanes – short term and long term.</p> <p>Responses of individuals, national and regional agencies to the risk of hurricanes and the effects of hurricanes in the Caribbean: the stages in the hazard/disaster management cycle.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Definition and causes of Insolation, radiation and the role of greenhouse gases in heating the earth. • Human activities that contribute to global warming and influence climate change 	<p>https://www.youtube.com/watch?v=LIXVikDkyTg&t=115s</p> <p>- Hurricanes 101 National Geographic</p> <p>https://www.youtube.com/watch?v=oJAbATJCugs – Global Warming 101 National Geographic</p>	<p>Summative Assessment: Test on Global Warming</p>
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<p>Folding & Faulting</p>	<p>2 weeks</p>	<p>(such as deforestation and activities that lead to emissions of carbon dioxide and other greenhouse gases).</p> <ul style="list-style-type: none"> • Examples of the consequences of Climate Change in the Caribbean and EITHER United States of America (USA) OR the United Kingdom (UK): for example, sea level rise – examples of increased incidence of coastal flooding, impacts on coral reefs, coastal wetlands and settlements; changes in weather patterns and their impacts. • Measures to reduce the effects of climate change in the Caribbean and that of EITHER the United States of America (USA) OR the United Kingdom (UK) (for example, mitigation measures including reduced emissions, sustainable forestry, education). <p>Students should be able to:</p>		
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