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	- Hurricanes, Cold Fronts,	https://www.youtube.com/watch?v=E-5rieCUPuc -	Formative Assessment:
		Easterly Waves weather conditions	Pressure and Fronts	Graded Digital Online
		associated with system (before, during		Presentation
		and after)		
		Anticyclones & I.T.C.ZLocation of each system in the Caribbean		

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		- Characteristics and associated		
		weather conditions as each systems		
		passes through the Caribbean		
		Natural disaster – effects of Hurricanes on the physical and human landscapes, especially in areas of high population density. (a) Areas in Caribbean countries at high risk from hurricanes (b) The effects of hurricanes – short term and long term.	<pre>https://www.youtube.com/watch?v=LIXVikDkyTg&t =115s - Hurricanes 101 National Geographic</pre>	
Global Warming	2 weeks	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. Students should be able to: 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	https://www.youtube.com/watch?v=oJAbATJCugs — Global Warming 101 National Geographic	Summative Assessment: Test on Global Warming

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		(such as deforestation and	
		activities that lead to	
		emissions of carbon dioxide	
		and other greenhouse gases).	
		 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).	
		Children to all the able to	
Folding & Faulting	2 weeks	Students should be able to:	
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		Key terms associated with		Summative Assessment:
		folding	https://www.youtube.com/watch?v=F2-fHccQUb0 -	Graded CSEC Past Paper
		Types of folds	TMart Science Folding and Faulting	Questions
		Types or folds	Tiviant Science Folding and Faditing	
		Force involved in folding		
		Importance of folds		
		Examples of fold mountains		
		Types of faulting		
		Forces and key terms		
		associated with faulting		
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		Importance of faults		
		Students should be able to :		
Tourism Industry	2 weeks	Tourism Industry in Jamaica		
		and Barbados		
				Summative Assessment:
		Location in each Caribbean		Graded CSEC Past Paper
		country (draw map)		Question
		Factors influencing		
		development and growth of the		
		industry in the Caribbean (physical,		
		cultural, man-made attractions and		
		role of government)		
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Benefits of the industry
Challenges (coral reef
destruction, pollution, destruction of
mangroves)
Solution to problems in
tourism (ecotourism)