

# Geography

*Immaculate Conception High School*

**Lecturer: Sadieki Pitter**

**Grade 9 - Geography Term 3**

**Class Organization:**

- Each grade 9 class has three (3) scheduled contact periods each week for geography- 1 double (1 hr & 10 mins. Each) and a single period (35 mins)
- Physical and Human Geography is covered during a double period.
- Mapwork geography is covered during the single period.

Grade 9 Syllabus 2019-2020 – modifications by topic TERM 3

TOPIC/CONTENT	TIME	OBJECTIVES	TEACHING/LEARNING ACTIVITIES	Assessment
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<p><b>Earthquake</b></p>	<p>1 week</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Tell what an earthquake is.</li> <li>• Define the following terms as they relate to an earthquake: Focus/hypocenter, epicenter, fault, seismic/shockwaves.</li> <li>• Draw a well labeled diagram to show the above features of an earthquake.</li> <li>• Identify the main cause of an earthquake- plate movement and human activities.</li> <li>• Classify earthquakes according to: deep-focus and shallow focus.</li> </ul>		<p><b>Formative Assessment:</b> Flyer on earth quake pre-cautionary measures (Graded)</p>
	<p>1 ½ weeks</p>	<ul style="list-style-type: none"> <li>• Discuss the relation between earthquake occurrence in the Caribbean and the location of the plate margins</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe hazards associated with earthquake- primary (Ground fissures and tremors and tremors) and secondary hazards (loss of lives, tsunami, and liquefaction).</li> </ul>		<p><b>Summative Assessment:</b> Earthquake Test</p>
<p><b>Economic Activity</b></p>	<p>2 weeks</p>	<ul style="list-style-type: none"> <li>• Explain the impact of earthquakes on life and property in the Caribbean with reference to specific examples.</li> </ul>		

<p><b>Weather Systems</b></p>	<p>1 ½ weeks</p>	<ul style="list-style-type: none"> <li>• Outline the precautionary measures which should be exercised before, during and after an earthquake.</li> </ul> <p>Students should be able to :</p> <ul style="list-style-type: none"> <li>• Define the following terms: Resources (renewable and non-renewable), economic activity.</li> <li>• Classify economic activities into primary, secondary, tertiary and quaternary</li> <li>• Define each classification of secondary economic activity</li> <li>• Identify resources that are used in tertiary economic activity</li> <li>• Establish the linkage among the primary, secondary and tertiary industries</li> <li>• locate on a base map of Jamaica areas of different economic activities( primary, secondary and Tertiary)</li> <li>• Define the following terms, commercial farming, arable farming, pastoral farming, subsistence and semi-subsistence farming</li> <li>• Heavy industry, light industry and Manufacturing/processing</li> </ul>		<p>Formative Assessment: Digital Online Weather System Presentation (Graded)</p>
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<p><b>Latitude and Longitude Revision</b></p> <p><b>Longitude and Time</b></p>	<p>2 weeks</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Define each weather system and explain how they were formed.</li> <li>• Describe the weather characteristics of</li> </ul>		
<p><b>Measuring Curve Distances</b></p>	<p>1 week</p>	<p>ITCZ, Hurricane, Easterly Waves, Cold Front, Anticyclone and their impacts</p> <ul style="list-style-type: none"> <li>• Identify and draw the symbol of each weather systems</li> <li>• Name the time of year and countries affected by the system</li> </ul>		
<p><b>Grid References</b></p>	<p>2 weeks</p>	<p>Identify weather systems on a map</p> <p>Students should be able to:</p> <p>Locate places using lines of latitude and Longitude.</p> <p>Calculate the time of a place when time is at Greenwich and away from the Greenwich</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Types of Scales: Linear, Ratio/Representative Fraction, Direct Statement</li> <li>• Measuring straight and curve distances using a linear Scale</li> </ul>		

		<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• Define the terms easting and northing</li><li>• Identify easting and northing lines on a map</li><li>• Outline the rule used to find grid reference</li><li>• Identify the difference between 4 and 6 figure grid reference</li><li>• Locate places using four figure and 6 figure grid references</li></ul>		
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