



D.P. Todd Secondary
Fall/Winter Semester 2016



Geography 12

Mr. G. Thielmann
<http://thielmann.ca>



<http://www.coastalbc.com/hike/berglake.html>

Intention: In Geography 12, we examine how the earth works -- in the air, on the ground, under the ground, and among living things. We examine how humans adapt to and change or alter the physical environments around them. We explore how humans have special attachments and uses for particular places. We ask questions about what it all means... what's our connection to the world around us? The **Big Ideas** of our course provide some focus areas and themes for our course, and help explain some of the reasons why Geography is important. We will approach geographic phenomenon with the basic question: "what is going on here?" To answer this question we will practice skills and processes called **Competencies** and the phenomenon is provided by our **Content** (see following page).

BIG IDEAS

- ▶ Incorporating data from a variety of sources allows us to better understand our globally connected world.
- ▶ Natural processes have an impact on the landscape and human settlement.
- ▶ Human activities and resource use affect the environment.
- ▶ Interactions between human activities and the atmosphere affect local and global weather and climate.
- ▶ Tectonic plates are in constant motion and their interactions produce earthquakes, volcanoes, and characteristic landforms on the Earth's surface.
- ▶ Weathering and erosion processes shape landscapes through the interaction of the geosphere and hydrosphere

SCHOOL-WIDE GOALS

THINKING: students should approach subjects with a mindset of inquiry -- asking powerful and open-ended questions about themselves, the topics, the evidence, and classroom process.

COMMUNICATION: students should be clear about what they are expected to learn and express clearly what is is they have learned.

PERSONAL AND SOCIAL: develop good work habits, time management, and responsibility for your self and to the other students with whom you work.

COURSE NOTES

Assessment is usually divided between things that are more like tests or in-class challenges/ assignments (60%) and things that are more like projects (40%). We use a grade system, for now, and an optional Final Exam for students that need it.

Most assignments have a two-week window after a due date before something else will be required to demonstrate learning. For tests, it's closer to a week.

The finer details about this course, texts and resources, a course website, and contact information for your teacher can be found at <http://thielmann.ca>.

COURSE EXPECTATIONS

Your teacher does not have many rules... mostly it is expected that students will operate with a few codes in mind:

- ▶ **mutual respect** -- treat the students, teacher, and learning space with dignity, safety, calmness, and joy
- ▶ **self-reliance** -- take responsibility for your actions, attendance, work habits, expected workload, deadlines, & progress
- ▶ **balance** -- there is a season (and time in class) for everything: teacher, student, group, individual, talk, listen, laugh, reflect
- ▶ **curiosity** -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it

TECH - a test of the four codes: Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making.

They can also draw students away from the classwork, teacher, and other students. There will be times when gadgets will be encouraged, and times when they must be put away. "When" will be something between what is obvious or necessary and what is negotiated as a class.

In exchange for students heeding these expectations, your teacher will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics. You are invited to be active participants in how this course and classroom experience unfolds.

GEOGRAPHY 12 COURSE OUTLINE	hrs
COURSE INTRODUCTION and EXPECTATIONS	1
Unit 1: The Study of Geography	
1A Themes and Perspectives	2
1B Geographic Thinking	2
1C Maps and Map Skills	4
1D The Earth in Space	3
1E Regions and People	2
1F Pressures on our Planet	3
Projects, Tests, Field Trips, etc.	7
Unit 2: Earth's Structures and Spheres	
2A Geology	3
2B Plate Tectonics, Faults and Folds	4
2C Earthquakes and Volcanoes	3
2D Atmospheric Circulation	3
2E Weather and Climate	3
2F Ecosystems, Biomes, and Soil	3
Projects, Tests, Field Trips, etc.	7
Unit 3: Forces that Shape the Land	
3A Weathering Processes	3
3B Mass Wastage and Natural Disasters	3
3C River Landscapes	5
3D Glacial Landscapes	5
3E Deserts, Caves, and Groundwater	2
3F Coastal Landforms	3
Projects, Tests, Field Trips, etc.	7
Unit 4: The Human-Environment Dynamic	
4A Cultural Adaption to Space and Resources	3
4B Early Economic Systems and Patterns	3
4C Global Agriculture	2
4D Global Industry	2
4E Urbanization and Life of a City	2
4F Forestry in BC	3
Projects, Tests, Field Trips, etc.	7
24 Lessons	99

COMPETENCIES - SKILLS AND PROCESSES

- ▶ **Use geographic inquiry processes** and skills to: ask questions; gather, interpret, and analyze data and ideas from a variety of sources; and communicate findings and decisions (evidence and interpretation)
- ▶ **Develop geographic thinking** and literacy through frames of understanding such as the use of the five themes of geography (evidence and interpretation; geographical importance)
- ▶ **Assess the significance of places** by identifying the physical and/or human features that characterize places (sense of place)
- ▶ **Assess the interpretations of geographic evidence** after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation)
- ▶ **Draw conclusions about the variation and distribution of geographic phenomena** over time and space (patterns and trends)
- ▶ **Evaluate how particular geographic actions or events affect human practices** or outcomes (geographical value judgments)
- ▶ **Evaluate the features or aspects of geographic phenomena** or locations to explain what makes them worthy of attention or recognition (geographical importance)
- ▶ **Identify and assess how human and environmental factors and events influence each other** (interactions and associations)
- ▶ **Make reasoned ethical judgments** about controversial actions in the past and/or present, and whether we have a responsibility to respond (geographical value judgments)
- ▶ **Develop mapping skills** such as reading topographic maps, using GIS tools, interpreting satellite imagery and photos