Hayat Universal Bilingual School Course Overview

Subject: Geography Grade Level: 12

Unit –Time	BC Big Ideas (Understand)	BC Curricular Competencies (Do)	BC Content (Know) *Recommended Foci in **Bold Text***	Instructional Strategies/ Learning Activities	Materials & Resources	Assessment Methods/Assessment Date	Key Vocabulary
Unit 1: **Tectonic Processes** 9 Lessons **Unit 2:** **Gradational Processes** 7 Lessons **Unit 3:** **Weather Climate** 11 Lessons **Unit 4:** **Biomes** 8 Lessons **Unit 5:** **Research and Case Study**	Analyzing data from a variety of sources allows us to better understand our globally connected world. Demographic patterns and population distribution are influenced by physical features and natural resources. Human activities alter landscapes in a variety of ways. A	Knowledge includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena. Understanding and application represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation. Higher mental processes include analysis,	A1 explain the following five themes of geography: − location − place − movement − regions − human and physical interaction A2 describe the major interactions of the four spheres: − atmosphere − biosphere − hydrosphere − lithosphere A3 demonstrate geographic literacy through − analysis of geographic data or information to assess reliability and identify trends and relationships − interpretation of topographic maps and aerial and satellite images − description of the role of geography as a discipline A4 apply effective written, oral, and graphic communication skills to geography topics A5 describe the geographic applications of	Lectures Watching Videos Making Videos Creation of models Scavenger Hunts Research Projects Category Tables Source Analysis Image Analysis Debate Guided research Independent Research Carousel Round Robins	School's encyclopedia sets Supplemental Readings Chrome Books Kahoot World Civilization Textbook Crash Course World History Videos Teacher Generated Materials Video clips Original Sources Atlas Maps	Assessment for Learning: Question, Observe & Explore, Discussion Entrance / Exit Slips, & Review & Reflection sheets (KWL Charts). Assessment as Learning: Self Reflection & Self-Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets. Assessment of Learning: Quizzes,	Unit 1 Aftershock, Asthenosphere, Basalt, Centrosphere, Composite Cone, Continental Shelf, Continental Slope, Elastic Deformation, Fault, Fissure, Fold Mountain, Geysers, Hot Spot, Hot Spring, Igneous, Laccolith, Lithosphere, Mesosphere, Mohorovicic Discontinuity (Moho), Pangea, Richter Scale, Sedimentary Rock, Shield Cone, Sial, Sima, Strike-Slip Fault, Subduction Zone, P-Waves, S-Waves, Tear Fault, Transform Fault Unit 2 Abrasion, Alluvial Fan, Aquifer, Artesian Well, Attrition, Bajada, Bolson, Cirque, Col, Crevasses, Cut Bank,

6 Lessons **Unit 6: Resources** 26 Lessons **Unit 7: Environment Stability** 14 lessons	geographic region can encompass a variety of physical features and/or human interactions. 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. Interactions between human activities and the atmosphere affect local and global weather and climate.	synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels. The affective domain concerns attitudes, beliefs, and the spectrum of values and value systems. The psychomotor domain includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences	current information and imaging technologies B1 describe the features and processes associated with plate tectonics, including − the Earth's layers − volcanism − folding and faulting − earthquakes B2 explain the effects of volcanism and earthquakes C1 describe the features and processes associated with weathering and mass wasting C2 describe the features and processes associated with − running water − ground water − glaciers − wind − waves C3 assess the effects of gradation on humans D1 describe the characteristics and significance of the layers of the atmosphere, including − troposphere − stratosphere D2 explain factors affecting temperature, precipitation, pressure,	Illustration Blind leading the blind observation student self-assessments and peer assessments quizzes and tests (written, oral, practical) samples of student work projects and presentations oral and written reports journals and learning logs performance reviews portfolio assessments Formative assessment is ongoing in the classroom • teacher assessment, student self-assessment,	Clipboards Online resources Supplemental Articles Laptops	Tests, Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.	Dendritic Drainage Basin, Drumlin, Erg, Erratic, Esker, Exfoliation, Flood Plain, Frost Shatter, Groynes, Hamada, Hydraulic Action, Impermeable, Lateral Moraine, Loess, Meander, Medial Moraine, Oxbow Lake, Pro-glacial Lake, Recessional Moraine, Ribbon Lake, Saltation, Slip-off Slopes, Soil Creep, Stalacite, Stalagmite, Striation, Till, Toadstool Rock, U-Shaped Valley, V Shaped Valley, Water Table, Water Table, Water Shed, Wave Cut Platform, Zone of Aeration Unit 3 Advection Fog, Albedo, Anenometer, Aspect, Barometer, Cirruc Cloud, Convection Rainfall, Coriolis Effect, Cumulonimbus, Doldrums, Dew Point, El Nino, Environmental Lapes Rate, Gulf Strea, Isobars, Insolation, La Nina, Land Breeze, Leeward,

		with physical performances.	and wind D3 analyse specific weather phenomena, including − fog − local winds − extreme events D4 interpret information from weather maps and station models D5 describe the characteristics of the world's climate regions, including − equatorial − tropical wet/dry − Mediterranean − desert − continental interior − humid continental (including humid sub-tropical) − west coast marine − sub-arctic − tundra D6 explain how climate affects human activity D7 analyse interactions between human activity and the atmosphere, with reference to − global climate change − ozone depletion − acid precipitation E1 outline characteristics of the Earth's major biomes, including − tropical rainforest − tropical grasslands/savanna − Mediterranean/schlerophyll − desert − temperate grasslands/prairie/steppe − deciduous/mixed forest − temperate rainforest −	and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment. Formative assessment is ongoing in the classroom • self-assessment • provides students with information on their own achievement and			Microclimate, Nimbostratus, North Atlantic Drift, Relief Precipitation, Ozone Layer, Polar Front, Radiation Fog, Sea Breeze, Stationary Front, Stratosphere, Trade Winds, Troposphere, Westerlies, Windward Unit 4 Biome, Biodiversity, Biotic, Buttress Roots, Climax Species, Contour Ploughing, Coral Reef, Deciduous, Evergreen, Extinction, Fauna, Flora, Habitat, Humus, Hydrophyte, Leaching, Macro system, Macrotherm, Mesotherm, Micro system, Micro therm, prairie, savanna, shelter belt, sierozems, steppe, taiga, terracing, veld, xerophyte Unit 6 Acid rain, Biodiesel, Biomass, CO_2, Carbon Footprint, Coalfield, Diesel Fuel, Eletrolysis, Fish Ladder, Fracking, Fuel Cell, Geothermal Energy, Greenhouse

			coniferous forest/boreal/taiga − tundra E2 describe how vegetation adapts to environmental conditions E3 relate soil types to biomes E4 analyse the interactions between human activity and biomes, with reference to − deforestation − desertification − soil degradation − species depletion F1 assess the various considerations involved in resource management, including − sustainability − availability − social/cultural consequences − economic consequences − political consequences F2 assess the environmental impact of human activities, including − energy production and use − forestry − fishing − mining − agriculture − waste disposal − water use	prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings Summative assessment occurs at end of year or at key stages • teacher assessment • may be either criterionreferenced (based on Prescribed Learning Outcomes) or normreferenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians			gas, Hybrid Vehicle, Incinerator, In Situ, Kilowatt, Marine Current Turbine, MegaWatt, Methane, Micorbes, Moratorium, Nitrous Oxides, Oil Dispersant, Photovoltaic Cells, Powerpack, Radiation Shield, Scrubbers, Sievert, Skimmer Vessel, Solar Farm, Solar Roof Tiles, Sulfur Dioxide, Sun Belt, Supergrid, Tidal Power, Thorium, Weir, Wind Farm, Wind Mill, Wind Turbine Unit 7 Acid Shock, Algae Bloom, Aquaculture, Built-in Obsolescence, Bycatch, CFCs, Clearcut, Closed loop, Contrails, Dead Zone, Dredging, El Nino, Filtration, Fingerprinting Oil, Fish Hatcheries, Geosequestration, Irrigation, Kenaf, Lanfill Gas, Leachate, Minamata Disease, Monoculture, Nimby, Nuclear Winter, Ocean Conveyer,

				, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards			Ocean Gyre, Open Pit Mining, Ozone, pH Scale, Resevoir, Selective Logging, Slash Burning, Sludge, Spawning Channels, Super Eruptions, Sustainable Development, Thermal Pollution, Ultraviolet Radiation, Volcanic Winter, Waste water, Zero Dishcarge.