

Geography 10

General Curriculum Outcomes

Part A

1. Students will demonstrate the ability to view the world in spatial terms using a full range of data-collecting techniques within the graphic environment.
2. Students will gather, organize, display, and interpret graphic information in a spatial context.
3. Students will be expected to demonstrate a knowledge of data interpretation, analysis, and utilization through the application of data to recognize patterns and suggest reasons for patterns of spatial organization of physical phenomena.

Part B

4. Students will be expected to formulate a geographic perspective of physical systems that recognizes changing trends in time.
5. Students will be expected to demonstrate an understanding of the forces that create and erode landform topography.
6. Students will be expected to demonstrate an understanding of the complex ocean environment consisting of the interplay of tides, sea floor processes, continental margins, and their influence on climate, coastal zones, and human activity.
7. Students will be expected to demonstrate an understanding of the complex nature of the atmospheric environment, its life-sustaining function, and the delicate web of relationships that exists among the atmosphere, the biosphere, and the hydrosphere.
8. Students will be expected to demonstrate an understanding of the complexity of systems that control the fragile web of life, and analyze the implications for human responsibility in sustaining the ecosystems of our environment.

Specific Curriculum Outcomes

Students will be expected to

Part A

UNIT 1—DATA COLLECTION

- 1.1 explain how geographers create a holistic view of Earth through remote sensing such as satellite imagery, aerial photography, and other sensors
- 1.2 explain how geographers use field techniques such as surveying landscape, sampling the landscape, and recording the land use

UNIT 2—DATA PROCESSING AND REPRESENTATION

- 2.1 demonstrate basic image/photo interpretation skills using high/low obliques, vertical, and stereo images, false colour composite, and other satellite imagery
- 2.2 select an appropriate map style (topographic, geologic, thematic, etc.) and use it to gather, organize, and display information in sketch or model form
- 2.3 organize and interpret quantitative data in graph, chart, and table form
- 3.1 analyze geographic information using comparative mapping techniques and strategies and geographic information systems to recognize patterns and to make decisions about the nature of the information

Part B**UNIT 1—GEOGRAPHIC PERSPECTIVE**

- 4.1 view events from a geographic perspective by defining the nature and scope of geographic phenomena using the five themes of geography: place, location, region, human-environment interaction, and movement
- 4.2 demonstrate an understanding of how long-term and short-term physical processes influence the landscape and the human response and adaptation to these processes
- 4.3 demonstrate an awareness of how changing perspectives of the world are dictated by culture, experience, and the impact of technology

UNIT 2—LAND ENVIRONMENT

- 5.1 demonstrate an understanding of the composition of the planet Earth, its structure and the interior forces of tectonics and results of shifting plates that have shaped the evolution of the planet's physical characteristics and features
- 5.2 demonstrate knowledge of the changing face of Earth's surface and of the forces that keep Earth in motion
- 5.3 demonstrate an understanding of the interior forces associated with diastrophism, earth movements, and mountain building
- 5.4 recognize and explain the forces generating rock-building processes, classify rocks and minerals, and describe the uses of rocks in the daily lives of humans
- 5.5 describe the processes involved in weathering, mass wasting, and soil erosion
- 5.6 recognize and describe the features associated with rivers, and the effects of rivers on human and physical landscapes
- 5.7 demonstrate an understanding of glacial processes and the subsequent impact on the physical environment
- 5.8 demonstrate an understanding of coastal landscape features shaped through the action of waves, and the implications for human-environment interaction

UNIT 3—OCEAN ENVIRONMENT

- 6.1 identify distinctive sea floor processes that form and shape the features of the submarine landscape, its features, and their effects on island formation
- 6.2 assess the effects of the ocean's moving waters on the atmosphere of Earth and upon human activity

UNIT 4—ATMOSPHERIC ENVIRONMENT

- 7.1 analyze the composition of Earth’s unique atmospheric envelope, described through its elements and vertical zones, identifying the conditions in the atmosphere necessary for life to be sustained
- 7.2 demonstrate an understanding of the complex systems resulting from the energy released from the sun
- 7.3 demonstrate a knowledge of the complexity of the hydrosphere as it applies to the hydrologic cycle and subsequent types/modes of precipitation
- 7.4 be able to relate air mass geography to weather systems, both local and globally
- 7.5 use climatic data to identify major climatic zones of the world

UNIT 5—SPACESHIP EARTH

- 8.1 describe the interconnectedness of Earth’s physical and biological systems
- 8.2 demonstrate an understanding that humanity is part of the planet’s physical-biological web, and that sustainability is dependent upon wise planet management systems and global co-operation