**GRADE 9 GEOGRAPHY**

**Term 1 Unit 1 (3 weeks)**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| Earth System Science | 1. Understand the characteristics of the Earth and the interaction of its spheres
2. Explain the interaction of physical and human phenomena
 | 1. Identify the components of the Earth’s System
2. Formulate definitions for lithosphere, hydrosphere, biosphere, atmosphere, system, open system, closed system
3. Describe the characteristics of each of the Earth’s spheres and explain the importance of each
4. Differentiate between open systems and closed systems, using examples of each
5. Given specific scenarios, explain the interactions between a natural or human induced event and each of the four components of the Earth’s System
6. Given specific natural or human induced events, explain the cause and effect relationships which exist among the four components of the Earth
7. Show how some events which lead to interactions between components of the Earth’s System may contribute to global warming
8. Describe the effects of increasing temperature of the atmosphere on the other components of the Earth’s System
9. Conduct Earth System Science Analyses for local and global events
10. Explain the importance of understanding the interactions between the various components of the Earth
11. Identify the components of Green Technology and explain how Green Technology may be used to care for the Earth
12. Demonstrate ways to care for the Earth
 | 1. The Atmosphere, Hydrosphere, Biosphere and Lithosphere
2. Caring for the Earth- Green Technology.

**Evaluation Activites*** Worksheets
* Group Activities
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**Term 1- Unit 3 (5 Weeks)**

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| **Topic** | **General Objective** | **Specific Objective** | **Content Summary** |
| Introduction to Map Reading and Photograph and Interpretation 1 | 1. Acquire information and develop an understanding of human and physical environmental phenomena and processes relating to Jamaica and other places.
 | 1. Define what a map is.
2. Distinguish among different types of map.
3. Create a list of essential features of a map.
4. Interpret simple maps.
5. Develop a logical argument to explain the importance of maps.
6. Draw simple sketch maps.
7. Use four 16 point Compass Rose to state relative location.
8. Use Cardinal Points and protractors to establish direction and angular bearings between two locations.
9. Use map scales to measure straight line distances between two points.
10. Locate places using map Coordinate Systems.
 | 1. Features of maps
2. Types of maps
3. Importance of maps.
4. Simple Map symbols.
5. Simple Map interpretation.
6. Direction, Bearings and Straight Line Distance.
7. Latitude and Longitude-Location.
8. Interpreting Simple Contour Patterns.

**Evaluation Activities*** Group Work
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**Term 1 Unit 3 3 weeks**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Population, Migration and Settlement** | 1. Acquire information and develop an understanding of how physical, social, cultural and economic phenomena interact and the effects of such interaction
2. Using and interpreting a variety of information sources for example, maps, photographs and cartoons
3. Presenting and communicating information in a variety of ways including sketch maps and photographs
 | 1. Explain how the world population changes
2. Calculate population change for selected Caribbean countries
3. Formulate definition for international migration, migrant, immigration, immigrant, emigration, emigrant, population growth/ decline
4. Outline reasons Jamaicans migrate internationally and evaluate reasons for the selected destinations
5. Create a flow map showing the movement of people internationally from Jamaica
6. Use Jamaica as a case study, to evaluate the impact of international migration on the source and destination countries
7. Recognize the importance of remittances to the Jamaican economy
8. Examine how migration influences the nature and amount of trade (imports and exports) between countries
9. Recognize and critically examine the following aspects of global security and safety systems – border security; immigration laws and controls; passports and visas
10. Propose a new method to increase security of a country’s borders and explain how the method will work
11. Define and outline the element of the concept human trafficking
12. Recognize and describe ways in which people are trafficked
13. Propose and discuss ways in which human trafficking may be reduced nationally, regionally and internationally
14. Develop and present a comprehensive strategy to prevent human trafficking to protect victims of trafficking and prosecute trafficking offenders
15. Explain how settlement patterns and distribution are affected by human and natural factors
16. Assess how settlements may change over time due to migration.
 | 1. **I**nternational migration
2. Human trafficking
3. Settlement distribution
4. Global security and safety
5. Flow maps
6. Statistical diagrams

***Evaluation Activities**** Group Work
* Worksheets
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**Term 1 Unit 4 1 week**

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| **Topic** | **General Objective** | **Specific Objectives** | **Content Summary** |
| **Careers in Jamaica**  | 1. Acquire information and develop an understanding of how geography applies to a Multitude of career options and how they may use skills acquired in Geography in their chosen career
 | 1. Identify at least five career options that require the use of geographic skills
2. Visually outline the various geographical skills used in selected professions
3. Plan and execute a geography career day exposition
 | 1. Career options in Geography.
2. Skills used in various geographical professions

**Evaluation Activities*** Group work
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**TERM 2-Unit 1: 4 weeks**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Weather, Climate and Vegetation** | 1. Acquire information and develop an understanding of examples of physical environmental phenomena and processes relating to Jamaica and the rest of the World
2. Understand how physical environmental phenomena interact and the effects of such interaction
 | 1. Define the concept Biome
2. Annotate large Biomes on a blank map of the world
3. Examine how variations in temperature and rainfall influence vegetation of places
4. Locate the tropics on a world map
5. Name the various biomes in the tropics
6. Locate areas of tropical Rainforest and Savannah globally
7. Outline the main characteristics of the Tropical Rainforest and Savannah
8. Assess the relationship between climate(temperature, rainfall and the amount ) and structure of vegetation
9. Investigate how areas of rainforest and savannah are valuable to humans
10. Investigate the structure and location of the following types of Caribbean vegetation: coastal vegetation; grassland/ savannah; rainforest
11. Outline how vegetation changes due to changes in temperature and rainfall amounts in Jamaica
12. Investigate how varying weather patterns and the presence of various vegetation types influence human activities in Jamaica and the rest of the World
13. Appreciate how weather and climate influence daily activities
 | 1. Types of biome
2. Characteristics of tropical biome
3. Influence of Climate Change on Biomes

**Evaluation Activities*** Map work
* Group work
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**Term 2-Unit 2: 6 weeks**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Internal Forces and Processes of the Earth** | 1. *Acquire information and develop an understanding of e*xamples of physical environmental phenomena and processes relating to Jamaica and the rest of the World
 | 1. Define the concept ‘theory’
2. Label the internal and external structure of the Earth
3. Describe the characteristics of the core, mantle and the crust
4. Define the concept ‘plate tectonics’
5. Explain the possible reasons the Earth’s crust moves
6. Label major continental and oceanic crust
7. Differentiate between oceanic and continental crust
8. Identify and describe the Caribbean plate and the adjacent plates and explain their movement in relation to each other
9. Describe the characteristics of an earthquake
10. Design an earthquake plan for your home, school and community
11. Outline ways earthquakes are recorded and measured
12. Classify earthquake according to depth and origin
13. Describe types of plate boundaries
14. Explain the processes occurring at each plate boundary
15. Assess the nature of the movement and the resulting features along normal, transform and reverse faults
16. Account for the occurrence of earthquakes, volcanoes, island arcs, fold mountains, mid ocean ridges, rift valleys, lava plateau, accretionary prism/wedges, subduction zones and faults at plate boundaries
17. Connect the occurrence of major earthquake, volcanoes and fold mountains to plate margins
18. Compare the structures of shield cones, composite cones, ash and lava cones and dome cones, and determine reasons for the variations
19. Establish the links among the nature of lava, type of volcanic eruptions and activities at plate boundaries
20. Classify volcanic landforms as intrusive or extrusive
21. Show how intrusive and extrusive features are formed
22. Link the formation of hot springs and geysers to volcanic activity
23. Distinguish among natural events, natural hazards and disasters
24. Draw a map of the local community and identify the places at risk from specified natural hazards
25. Using the theory of plate tectonics, explain the occurrence of earthquake in Caribbean countries
26. Conduct and Earth System Science Analysis to determine the effects of major earthquake and volcanic eruption on a selected Caribbean country
27. Prepare an evacuation plan for the secondary hazards which may occur following an earthquake
 | 1. Structure of the Earth
2. Plate tectonics
3. Natural hazards
4. Evacuation planning

**Evaluation Activities*** Group work
* Worksheets
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**Term 2-Unit 3: Unit 2 weeks**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Fieldwork and Investigation** | 1. *Acquire information and develop an understanding o e*xamples of physical environmental phenomena and processes relating to tourism in Jamaica and the rest of the world
 | 1. Recall steps in preparing fieldwork
2. Design simple data collection instruments
3. Use fieldwork techniques to collect data to answer a given question or solve a problem
4. Justify the selection of a specific methodology and instruments for collecting data
5. Compile data collected and summarize using statistical diagrams
6. Use the data collected and summarise using statistical diagrams
7. Use the data to support hypothesis or research question
8. Prepare a written report to represent findings
9. Cooperate by working in small groups to gather and report data
10. Show willingness to participate in learning activities
11. Demonstrate ethical conduct in the gathering, handling and processing of data
 | 1. **Fi**eldwork Techniques
2. Conducting fieldwork
3. Drawing conclusions
4. Ethics in research

**Evaluation Activities*** Group work
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 **Term 3-Unit 1: 1 week**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Resources and Tertiary Economic Activities** | 1. Acquire information and develop an understanding of how groups of social, cultural and economic phenomena interact
 | 1. Recall the definition of the terms ‘resource’ an ‘economic linkage’
2. Define the terms ‘tertiary economic activity’ and ‘economic linkage’
3. Identify and describe types of tertiary economic activities in Jamaica
4. Identify the resource which are used in tertiary economic activities
5. Establish the linkage among the primary, secondary and tertiary industries
6. Classify the activities carried out in a selected industry as primary, secondary or tertiary
7. Appreciate the importance of human resource
8. Compare the contributions of various tertiary activities to the local economy
9. Access the importance of the tertiary economic sector to Jamaica
10. Outline the various aspects of the tourism industry in Jamaica
11. Recognize the contributions made by tourism to Jamaica
12. Conceptualize and write a proposal for a service their school may offer to the surrounding community
13. Write a simple business plan
 | 1. Types of resources Used in Tertiary Economic Activities
2. Types of Tertiary Economic activities.

**Evaluation Activities*** Group work
* Worksheets
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**Term 3-Unit 2: 3 weeks**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Jamaica: Tourism** | 1. *Acquire information and develop an understanding of e*xamples of physical environmental phenomena and processes relating to tourism in Jamaica and the rest of the world
 | 1. Define the term ‘tourism’
2. Outline the concept ‘tourism’
3. Identify, on a map, the location major tourist resort areas in Jamaica
4. Describe the types of resources located in each resort area to support the tourism product
5. Investigate how different types of resources are used to develop different types of tourism-eco/natural, sport, culinary/gastronomic, health, business, cruise, heritage/cultural and community-based
6. Outline the characteristics of the types of tourism in Jamaica
7. Justify the fluctuations in the arrivals of tourisms over the period of a year
8. Create an appropriate system to show movement and volume of tourist from countries of origin to Jamaica
9. Analyze the importance of various sectors to the tourism industry accommodation, transportation, attractions and tours, dining and entertainment, communication networks
10. Suggest ways in which tourism has contributed to national development
11. Formulate a definition for the concept of community-based tourism
12. Design a plan to establish community-based tourism in a local area
13. Describe the coral reef biome
14. Describe the types of coral reefs which grow along Jamaica’s coastline
15. Suggest wats in which the presence of reefs along Jamaica’s coastline contribute to the development of tourism in Jamaica
16. Research the conditions which favor coral reef growth
17. Explain how coral bleaching occurs
18. Assess the threats to coral reefs in the Caribbean and propose one solution mitigate each threat identified
19. Propose ways in which changes in climate will affect tourism and coral reefs in Jamaica
20. Discuss behavioral changes which can help preserve the environment
 | 1. Types of Resources Used in Tourism
2. Location of Tourism in Jamaica
3. Types and Characteristics of Tourism in Jamaica
4. Importance of Tourism
5. Impact of Climate change on Tourism in Jamaica
6. Coral Reefs.

 **Evaluation Activities*** Group work
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**Term 3-Unit 3: 5 week**

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| **Topic** | **General Objectives** | **Specific Objectives** | **Content Summary** |
| **Caribbean Weather Systems** | 1. Acquire information and develop an understanding of the physical environmental phenomena and processes relating to Jamaica and the rest of the world
 | 1. Differentiate between a depression, tropical storm and hurricane
2. Differentiate between a ‘warm’ and a ‘watch’ as it relates to the occurrence of natural events
3. Recall the difference among natural events, natural hazard and disaster
4. Define the term tropical cyclone.
5. Describe the categorize depressions, tropical storms and hurricanes based on wind speed
6. Describe and categorize hurricane based on the Saffir-Simpson Scale of hurricane intensify
7. Examine water vapour content data of tropical storms and hurricanes and determine the propensity of flooding from the system
8. Explain the development of hurricanes in the Western hemisphere
9. Plot the track of depressions, tropical storms and hurricanes on a map using global coordinates (latitude and longitude) and appropriate weather symbols
10. Explain the path (curvature) of hurricane/tropical storm tracks for the past 2 years
11. Recognize why cones are drawn around tropical storm and hurricane tracks
12. Identify depressions, tropical storms and hurricanes on synoptic charts
13. Read synoptic charts/weather maps
14. Determine how the direction of approach to a country and speed of forward movement of a tropical storm or hurricane may be linked to potential for damage
15. Annotate a simple cross-section to show the vertical structure of a hurricane
16. Examine satellite imagery and determine the weather patterns expected in each quadrant of a tropical storm/hurricane
17. Create a plan for the home/school/community to deal with the impact of a tropical storm/hurricane
18. Explore the convention used to name tropical storms/hurricane
19. Identify the main factors influencing the information of hurricane
20. Explain why tropical storms/hurricane are most likely to occur during a particular period of the year
21. Suggest ways in which global warming is expected to influence hurricane strength, frequency and range
22. Describe the changes in weather patterns associated with the passage of a Cold Front across the Caribbean
23. Simply describe the El Nino Southern Oscillation and explain how it affects weather patterns in the Caribbean
24. Explain and apply the Emergency Management Cycle to a common hazard in the Caribbean
 | 1. Depression, Tropical Storms, Hurricanes and Cold fronts
2. Impact of climate change on Caribbean – El Nino Southern Oscillation
3. Weather Maps and symbols
4. Managing Hazard/ disasters

**Evaluation Activities*** Group work
* Worksheets
* Oral presentations
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