



Windsor Secondary School

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At Windsor, we aspire to be a vibrant learning environment where individuals respect and encourage each other to develop the competencies to thrive in a rapidly changing world. We strive to foster engaged critical thinkers and compassionate, educated citizens.

Geography 12

Mr. Schuman

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COURSE INTENTION:

In Geography 12 we examine the earth's atmosphere, surface, underground and living things. We examine relationships and connections with a focus on the human-land relationship. Opportunities are provided to learn about problems and situations faced by humankind and their environment. We examine how humans adapt to, modify and depend on the physical environments around them. We explore unique environments as well as local, regional and global environmental issues.

The Big Ideas consist of generalizations, principles and key concepts important to Social Studies. They represent what students will understand at the completion of the curriculum for their grade. Embedded within the course content, they are intended to endure beyond a single grade and contribute to future understanding. We will practice skills and processes called **Competencies** as we examine and explore geographic **Content**.

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.	Interactions between human activities and the atmosphere affect local and global weather and climate.
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SCHOOL WIDE CORE GOALS

<https://curriculum.gov.bc.ca/competencies>

CRITICAL & CREATIVE THINKING: asking thoughtful questions, generating ideas and analyzing topics and sources of information

COMMUNICATION: engaging and collaborating with others; explaining, reflecting and presenting information.

PERSONAL AND SOCIAL: develop good work habits, management skills, and relationships with others in the classroom

CONTENT

Themes, Spheres & Systems

Map Skills/Cartography

Resources and Sustainability

Urbanization

Tectonic Processes

Gradational Processes

Atmosphere and Weather

Climate, Vegetation Biomes and Soils

CURRICULAR COMPETENCIES

Students are expected to be able to do the following:

- Use geographic inquiry processes and geographic literacy skills to ask questions; gather, interpret, and analyze data and ideas from a variety of sources and spatial/temporal scales; and communicate findings and decisions (evidence and interpretation)
- Assess the significance of places by identifying the physical and/or human features that characterize them (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 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 determine whether we have a responsibility to respond (geographical value judgments)

KEYS TO SUCCESS:

Making good choices is the key to success. I will try my best to help you be successful and I will also try to understand your concerns and needs. The following tips will help you to maximize your potential this year.

- **ATTENDANCE**

Students absent from class, whether excused or unexcused, are solely responsible for obtaining and/or completing any missed tests, assignments, or homework.

- **EFFORT**

All assignments must be satisfactorily completed to achieve a passing grade in this course. All incomplete/unsatisfactory assignments must be improved and resubmitted until a satisfactory standard has been achieved. Late assignments may be graded on a pass/fail basis.

- **ENGAGEMENT:**

If you are given class time to collaborate and/or complete assignments, it is expected that the time is used effectively.

- **COMMUNICATION:**

Please let me know when and if you experience difficulty with any components of the class. Please ask questions if you become confused or have concerns.

ASSESSMENT AND EVALUATION

Assessment happens daily -- when questions are asked and answered, when you reflect on something, when you get feedback on what you say or do and when you turn things in or complete them.

The "summative" parts are generated from the work you submit and the tests you write. These will occur at key stages and will allow you the opportunity to show the degree to which you can perform specific competencies in relation to the learning standards.

The year has been divided into three terms so students will receive formal report cards three times during the year, as well as interims or incomplete forms when necessary. Marks throughout the year will be calculated and reported as a cumulative mark. The following are some of the assessment and evaluation strategies that may be used:

STUDENT LEARNING:

ACTIVITIES AND STRATEGIES:

The following strategies will be used:

Classwork- questions, notes, exercises, paragraph and multi-paragraph written responses, maps, reports, presentations, timelines, readings, debates, library work, graphs, diagrams, group projects, field work, etc.... Your work may be marked by submitting assignments for evaluation, using your work for open or closed notes tests and quizzes, or presenting your work to the class.

Quiz-style evaluation is often useful as it provides a focus for your planning, maps, notes, research, and reflections. This evaluation may require you to use new material and skills you have already learned to solve problems, or may require you to show results from work you have done during the unit.

There are many types of tests and quizzes -- some show if your homework is done (almost like an in-class assignment), others test your memory. All of them help develop your ability to work with material related to our course. Examples include "Closed " -- no notes, texts, or outside material allowed, "Open Notes" - some or all of your unit work allowed, and "Open Book" - some or all texts and notes allowed.

DIGITAL DEVICES

The use of social media and/or personal devices is not permitted during class time unless specifically authorized by the teacher; if not in use, personal devices must be turned off and put away so as they are not visible/distracting.

Content Knowledge Rubric: assignments, projects and tests (“summative assessment task”)	
Mark	Descriptor
10 100% A+	The summative assessment task has been all completed according to all task instructions and demonstrates completely factually correct and detailed understanding of course vocabulary, content, and information, as specified in the summative assessment task description.
9 90% A	The summative assessment task has been all completed according to all task instructions and demonstrates completely factually correct and detailed understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be one or two minor factual errors.
8 80% B	The summative assessment task has been all completed according to all task instructions and demonstrates factually correct and substantial understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be a few minor factual errors or a lack of detail in the summative task.
7 70% C+	The summative assessment task has been mostly completed according to most task instructions and demonstrates factually correct and adequate understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be a few factual errors or a lack of detail in the summative task.
6 60% C	The summative assessment task has been mostly completed according to most task instructions and demonstrates factually correct and limited understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be some factual errors or a lack of detail in the summative task.
5 50% C-	The summative assessment task has been at least half completed according to most task instructions and demonstrates minimally factually correct and basic understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be serious factual errors and/or a lack of detail in the summative task.
4 40% I	The summative assessment task has been less than half completed according to a few task instructions and demonstrates minimally factually correct and basic understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be serious factual errors and/or a lack of detail in the summative task.
3 30% I	The summative assessment task has been less than half completed according to a few task instructions and demonstrates mostly factually incorrect and some misunderstanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be serious factual errors and/or a lack of detail in the summative task.
2 20% I	The summative assessment task has been less than half completed according to a few task instructions and demonstrates mostly factually incorrect and little understanding of course vocabulary, content, and information, as specified in the summative assessment task description. There may be serious factual errors and/or a lack of detail in the summative task.
1 10% I	The summative assessment task has been checked or submitted, but not enough is included and thus little understanding of course vocabulary, content, and information, as specified in the summative assessment task description, is demonstrated.
0 10% I	The summative assessment task has been checked or submitted, but not enough is included and thus no understanding of course vocabulary, content, and information, as specified in the summative assessment task description, is demonstrated. OR The summative assessment task has been plagiarised and student has not resubmitted an un-plagiarised version/it is the student’s second plagiarising incident.

Communication: The communication may be part of a larger summative assessment.

Mark	Descriptor
10 (100%) A+	Verbal communication: clear, appropriate volume, appropriate maintenance of eye contact with audience, always respectful of others in discussion, debate, presentations. Written communication: appropriate and completely correct use of spelling, grammar, formatting conventions. Visual communication: exceptionally organized and balanced use of visuals, charts, maps, and graphs, as per task instructions. Geographic communication: legends, scale, labels, and other conventions are used appropriately as necessary.
9 (90%) A	Verbal communication: clear, appropriate volume, appropriate maintenance of eye contact with audience, respectful of others in discussion, debate, presentations. Written communication: appropriate and correct use of spelling, grammar, formatting conventions. Visual communication: appropriate, organized, balanced use of visuals, charts, maps, and graphs, as per task instructions. Geographic communication: legends, scale, labels, and other conventions are used appropriately as necessary. A few minor errors may occur.
8 (80%) B	Verbal communication: usually appropriate volume, appropriate maintenance of eye contact with audience, usually respectful of others in discussion, debate, presentations. Written communication: usually appropriate and correct use of spelling, grammar, formatting conventions. Visual communication: usually appropriate, organized, balanced use of visuals, charts, maps, and graphs, as per task instructions. Geographic communication: legends, scale, labels, and other conventions are usually used appropriately as necessary. A few minor errors may occur.
7 (70%) C+	Verbal communication: mostly appropriate volume, some maintenance of eye contact with audience, mostly respectful of others in discussion, debate, presentations. Written communication: mostly correct use of spelling, grammar, formatting conventions. Visual communication: mostly appropriate, organized, balanced use of visuals, charts, maps, and graphs. Geographic communication: legends, scale, labels, and other conventions are mostly used appropriately as necessary. Minor errors may occur.
6 (60%) C	Verbal communication: some volume, some maintenance of eye contact with audience, sometimes respectful of others in discussion, debate, presentations. Written communication: some correct use of spelling, grammar, formatting conventions. Visual communication: some appropriate, organized, balanced use of visuals, charts, maps, and graphs, as per task instructions. Geographic communication: legends, scale, labels, and other conventions are sometimes used as necessary. Errors or omissions may occur.
5 (50%) C-	Verbal communication: inappropriate volume, lack of eye contact with audience, occasionally respectful of others in discussion, debate, presentations. Written communication: minimally acceptable use of spelling, grammar, formatting conventions. Visual communication: lack of organized and balanced use of visuals, charts, maps, and graphs, as per task instructions. Geographic communication: legends, scale, labels, and other conventions are minimally used as necessary. Several errors or omissions may occur.
4 (40%) I	Verbal communication: inappropriate volume, reading from notes, disrespectful of others in discussion, debate, presentations. Written communication: many errors in use of spelling, grammar, formatting conventions. Visual communication: disorganized or inappropriate use of visuals, charts, maps, and graphs, as per task instructions. Geographic communication: legends, scale, labels, and other conventions are inappropriately used. Major errors or omissions may occur.
3 (30%) I	Verbal communication: inappropriate volume, reading from notes, disrespectful of others in discussion, debate, presentations. Written communication: errors in use of spelling, grammar, formatting conventions make understanding task contents difficult. Visual communication: lack of use of visuals, charts, maps, and graphs. Geographic communication: legends, scale, labels, and other conventions are incorrectly used. Major errors or omissions may occur.
2 (20%) I	Verbal communication: minimal communication, disrespectful of others in discussion, debate, presentations. Written communication: major errors in use of spelling, grammar, formatting conventions obscure understanding. Visual communication: errors in use of visuals, charts, maps, and graphs. Geographic communication: lack of legends, scale, labels, and other conventions. Major errors or omissions may occur.
1 (10%) I	Verbal communication: present but no communication, disrespectful of others in discussion, debate, presentations. Written communication: multiple major errors in use of spelling, grammar, formatting conventions obscure understanding. Visual communication: major errors in use of visuals, charts, maps, and graphs. Geographic communication: lack of legends, scale, labels, and other conventions used. Major errors or omissions may occur.
0 (10%) I	Verbal communication: participated inappropriately in discussion, debate, presentations. Written communication: multiple major errors in use of spelling, grammar, formatting conventions make understanding the written work impossible. Visual communication: no use of visuals, charts, maps, and graphs. Geographic communication: no legends, scale, labels, and other conventions used. Major errors or omissions may occur.

Geographic Research	
Mark	Descriptor
10 (100%) A+	The research task demonstrates a through, detailed, and organized process used to gather geographic evidence, data, and information. External research sources selected are high-quality, varied, trustworthy, and appropriate . External research and first-hand evidence are gathered appropriately and thoroughly documented , as specified in the research task. If required, sources will be correctly documented in a recognized convention , such as APA or MLA bibliography and/or footnotes.
9 (90%) A	The research task demonstrates a detailed and organized process used to gather geographic evidence, data, and information. External research sources selected are varied, trustworthy, and appropriate . External research and first-hand evidence are gathered appropriately and thoroughly documented , as specified in the research task. If required, sources will be correctly documented in a recognized convention , such as APA or MLA bibliography and/or footnotes. There may be a few minor errors.
8 (80%) B	The research task demonstrates a substantial and organized process used to gather geographic evidence, data, and information. External research sources selected are varied, trustworthy and appropriate . External research and first-hand evidence are gathered appropriately and documented , as specified in the research task. If required, sources will be mostly correctly documented in a recognized convention , such as APA or MLA citations. There may be a few minor errors.
7 (70%) C+	The research task demonstrates an adequate and mostly organized process used to gather geographic evidence, data, and information. External research sources selected are somewhat varied, mostly trustworthy and appropriate . External research and first-hand evidence are gathered appropriately and mostly appropriately documented , as specified in the research task. If required, sources will be documented in a recognized convention , such as APA or MLA citations.. There may be some errors.
6 (60%) C	The research task demonstrates a basic and somewhat organized process used to gather geographic evidence, data, and information. External research sources selected are may be varied but from some inadequate sources . External research and first-hand evidence is gathered but may not be adequately documented , as specified in the research task. Sources may be documented in recognized convention with errors , such as APA or MLA citations.
5 (50%) C-	The research task demonstrates a basic and minimally organized process used to gather geographic evidence, data, and information. External research sources selected may be from inadequate sources . External research and first-hand evidence is gathered but may not apply to the research task or be inadequately documented , as specified in the research task. Sources may be documented without a recognized convention or be incompletely documented .
4 (40%) I	The research task demonstrates a disorganized process used to gather geographic evidence, data, and information. External research sources (websites, books, journals) selected is mostly from inappropriate or inadequate sources . External research and first-hand evidence is gathered but may not apply to the research task or be inadequately documented , as specified in the research task. Sources may be incompletely listed .
3 (30%) I	The research task demonstrates a very disorganized process used to gather geographic evidence, data, and information. External research sources (websites, books, journals) selected is mostly from inappropriate sources . Minimal evidence of external research and first-hand evidence is gathered, as specified in the research task. Sources may be incompletely documented .
2 (20%) I	The research task demonstrates a very disorganized process used to gather geographic evidence, data, and information. Origin of external research sources (websites, books, journals) selected is unclear . Minimal evidence of external research and first-hand evidence is gathered, as specified in the research task. Sources are incompletely documented .
1 (10%) I	The research task demonstrates no process used to gather geographic evidence, data, and information. Origin of external research sources (websites, books, journals) selected is completely unclear . No evidence of external research and first-hand evidence is gathered, as specified in the research task. Sources are not documented .
0 (10%) I	The research task demonstrates no process used to gather geographic evidence, data, and information. Origin of external research sources (websites, books, journals, etc) selected is not specified . No evidence of external research and first-hand evidence is gathered, as specified in the research task. Sources are not documented .

GEOGRAPHY: Thinking & Analysis

Mark	Descriptor
10 (100%) A+	The summative assessment task demonstrates a through, detailed, and thoughtful analysis of geographic evidence, data, and information. Conclusions and judgements are justified by detailed and accurate descriptions and geographic evidence, demonstrating the effective use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description.
9 (90%) A	The summative assessment task demonstrates a detailed and thoughtful analysis of geographic evidence, data, and information. Conclusions and judgements are justified by detailed and accurate descriptions and geographic evidence, demonstrating the effective use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be one or two minor errors.
8 (80%) B	The summative assessment task demonstrates a thoughtful analysis of geographic evidence, data, and information. Conclusions and judgements are supported by accurate descriptions and geographic evidence, demonstrating the effective use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be a few minor errors.
7 (70%) C+	The summative assessment task demonstrates an adequate analysis of geographic evidence, data, and information. Conclusions and judgements are supported by mostly accurate descriptions and geographic evidence, demonstrating the appropriate use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be some errors or areas that require some additional explanation.
6 (60%) C	The summative assessment task demonstrates a basic analysis of geographic evidence, data, and information. Conclusions and judgements are supported by some accurate descriptions and geographic evidence, demonstrating the basic use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be errors or areas that require more explanation.
5 (50%) C-	The summative assessment task demonstrates a basic analysis of geographic evidence, data, and information. Conclusions and judgements are supported by minimal but somewhat accurate descriptions and geographic evidence, demonstrating the basic use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be multiple errors or areas that require more explanation.
4 (40%) I	The summative assessment task demonstrates a partially flawed analysis of geographic evidence, data, and information. Conclusions and judgements are supported by few or inaccurate descriptions and geographic evidence, demonstrating the minimal use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be multiple errors.
3 (30%) I	The summative assessment task demonstrates a flawed analysis of geographic evidence, data, and information. Conclusions and judgements are supported by inaccurate descriptions and geographic evidence, demonstrating the minimal use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be multiple errors.
2 (20%) I	The summative assessment task demonstrates a flawed or incomplete analysis of geographic evidence, data, and information. Conclusions and judgements are not supported by descriptions and geographic evidence, demonstrating the little use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be multiple errors.
1 (10%) I	The summative assessment task demonstrates an incomplete analysis of geographic evidence, data, and information. Conclusions and judgements are not supported by descriptions and geographic evidence, demonstrating the little use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be multiple errors.
0 (10%) I	The summative assessment task demonstrates a no analysis of geographic evidence, data, and information. Conclusions and judgements are not supported descriptions and geographic evidence, demonstrating the no use of geographic inquiry processes and skills, including evaluation of data and research sources, as specified in the summative assessment task description. There may be multiple errors.